DOCUMENT RESUME

ED 241 077 JC 840 089

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TITLE Community Needs Assessment, 1982, with Sub-Population Data Tables.
INSTITUTION Schenectady County Community Coll., Schenectady, N.Y.
PUB DATE 82
NOTE 135p.; Some tabular material may be marginally legible due to small print.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS College Attendance; *Community Attitudes; Community Colleges; *Educational Attitudes; *Educational Needs; Enrollment Influences; *Institutional Evaluation; Needs Assessment; Questionnaires; School Personnel; Two Year Colleges; Two Year College Students

ABSTRACT

In 1981-82, a community needs assessment study was conducted to assist Schenectady County Community College (SCCC) in improving programs, meeting educational needs, evaluating promotional efforts, facilitating attendance, providing information to the community, evaluating program quality, and planning programs. A survey, sent to 1,173 SCCC students, 636 SCCC staff members, 600 high school staff members, and 1,125 selected community organizations, solicited information on factors influencing college attendance, community expectations of SCCC, demand for new or intensified services, perceptions of the quality of SCCC's services, and respondents' characteristics. Study findings, based on an overall response rate of 36%, included the following: (1) services considered most important by the respondents as a whole included maintaining course content and standards, offering certificates and degrees transferable to four-year colleges, and expanding transfer agreements; (2) computer science and data processing were the only areas for which a large demand for new programs was perceived by the respondents; (3) over 75% of the respondents agreed that SCCC represented a wise investment of tax monies, that SCCC presents a helpful and non-threatening image to older residents and re-entry students, and that SCCC has improved the county and widened educational access. The questionnaires and analyses for each respondent group are included in the report. (LAL)

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COMMUNITY NEEDS ASSESSMENT

1982

WITH SUB-POPULATION DATA TABLES

Erma Ruth Chestnut
Director, Institutional Research

An activity funded under Title III of the Higher Education Act of 1965 (as amended) Strengthening Developing Institutions Program (SDIP)

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October 12, 1982

A MESSAGE FROM THE PRESIDENT

Schenectady County Community College is one of New York's finest community colleges. Each week more than 3,500 people of all ages come to our campus, learning and teaching, building and shaping careers, exploring their potential, expanding their knowledge in hundreds of ways.

They study and teach in more than twenty different Associate degree programs, in certificate offerings, in short-term vocational training, special interest courses, seminars and workshops. Excellent faculty and counselors, a fine support staff, well-maintained and accessible facilities, and low tuition all help to make it possible.

This past December we began the task of developing a revised Long-Range Plan for the college. As a part of that process we solicited input from a wide range of the local citizenry on areas of interest that could be addressed by our educational and service programs. Data was also gathered that provided a perspective of the manner in which the college is perceived to have discharged its educational responsibilities in the past.

Our first effort at developing and publishing a community needs assessment should assist us in charting the future for the college. We urge your careful study of the data contained in this report. Any comments or suggestions from readers would be welcomed.

Founded in 1967, Schenectady County Community College continues to be a dynamic developing institution. We have a proud tradition and a bright future. This planning tool will assist us in realizing the potential that the future holds for us.

Wright L. Lassiter, Jr.
President

ACKNOWLEDGMENTS

This study is the product of the efforts of many individuals and organizations inside Schenectady County Community College and outside it. The cooperation and professional assistance received, as well as the patience shown with this first-time undertaking, are sincerely appreciated.

Particular and special thanks go to Dr. Wright L. Lassiter, Jr., President of Schenectady County Community College. Dr. Lassiter has provided the impetus and experience background for the total College planning effort, of which the Community Needs Assessment is a part. He also obtained the Planning Grant from the Strengthening Developing Institutions Program under Title III of the Higher Education Act of 1965 (as amended). His insights and encouragement have been invaluable in the conduct of the study.

Sincere thanks also go to Dr. Eugene Winter, Director of the Two-Year College Development Center at the State University of New York at Albany. The Center was designated as the assisting agency for the SDIP grant to SCCC. Dr. Winter's timely and expert advice was very useful at every stage of the study.

Dr. Sally Lawrence, Coordinator of Curriculum Review in the SDIP Grant, was especially helpful in the questionnaire construction and distribution. The Ad Hoc Advisory Committee for the Community Needs Assessment Survey contributed suggestions which sharpened the focus of the survey instrument and increased its clarity.

Gratitude is extended to all of the individuals who responded to the survey questionnaire and to the faculty who helped in administering the questionnaire. The SCCC Data Processing Center, particularly Thomas Lansing, Director, and Mary Carbin, Computer Programmer, were unfailingly inventive and cooperative in ordering the masses of data and in producing the statistical analyses. Special mention goes to Dorothy Crowley and Pauline Staszak for their many hours of typing and to Gertrude Kelly for her skillful duplication of the completed report.

Any list of acknowledgments is likely to omit, inadvertently, names of people and groups who deserve thanks. The total number of people who contributed survey items, made constructive criticisms, assisted in preparing the questionnaires for mailing, etc., is very large, indeed, and it is hoped that the publication of the survey will demonstrate the usefulness of their work and the esteem accorded it by the author.

The author, of course, accepts sole responsibility for the methodologies, analyses, and presentation.

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PART I BACKGROUND FOR THE STUDY

SCHENECTADY COUNTY COMMUNITY COLLEGE

COMMUNITY NEEDS ASSESSMENT

PART I BACKGROUND FOR THE STUDY

Schenectady County Community College from its earliest days has endeavored to be "an institution responsive to local needs." These words are cast in bronze on the plaque placed in Elston Hall at the time of the opening of the College in September 1969.

Prior to the founding of the College many measures, formal and informal, had been done of community needs and interests which the College could serve. Many of the decisions concerning the College and its initial degree and certificate programs were influenced by these findings.

These surveys and collections of opinions were not designed or administered by the College; the College was just being planned. The information was gathered and/or developed by a number of community volunteer organizations, by the Community College Study Committee appointed by the Schenectady County Board of Supervisors, through a professional educational consultant's efforts, etc.[1]

Schenectady County Community College is one of the newest of the thirty community colleges in the State University of New York system. SCCC is located in downtown Schenectady, New York, on a 57-acre campus on the banks of the Mohawk River. The largest and original building on campus is Elston Hall, built as a hotel in 1925 and added to in 1955. The conversion to college use has produced attractive and appropriate functional spaces for classrooms, laboratories, offices, etc. In 1978 a building program added a multi-purpose building which houses the Begley Library, the Music department, and a lecture hall-auditorium. Soccer and baseball fields, an all-weather track, and access to the New York State Armory across the street accommodate outdoor and indoor athletic events. In early 1982 a pre-engineered building containing five large classroom/laboratory areas was added to the campus. SCCC is easily accessible from the New York State Thruway and other major highways and by city and interurban buses. The Amtrak train station is a half-mile away, and the Albany Airport is twenty-five minutes away. SCCC's thousand-car parking lot is fully lighted and patrolled by a security force when classes are in session.

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[1] Erma Ruth Chestnut, "The Involvement and Influence of Voluntary Community Organizations in the Development of a Community College: Schenectady County Community College", Unpublished Ed.D. dissertation. State University of New York at Albany, 1973.

Enrollment at SCCC increased sharply after two major changes were made by the College: discontinuation of its mandatory cooperative education program and adoption of a semester calendar with use of the semester credit hour as the unit of course credit. The higher enrollment included an increase in the percentage of Schenectady County high school June graduates who registered at SCCC in September. The College and its programs had apparently become both more visible and more desirable to this group than in previous years. Fall 1981 appeared to be an ideal time for the College to solicit information and suggestions from selected populations in Schenectady County for use by the College in its planning both short-range and long-range.

Anderson observed in 1977 that "few community colleges (and higher education institutions in general) take the time and effort to obtain truly objective and representative feedback from the community. The vast majority either rely on informal channels of communication with their community (which usually involve the 'gut' reaction from a small segment of the population), or operate on a fairly isolated basis in their setting, depending on a type of 'intuitive' concept of community need and desire. The in-house enterprise of a formal study to obtain this valuable community feedback is rarely selected as an answer, although this solution is the one regarded as the most effective technique of obtaining community feedback."

By 1981 such surveys had become more common as a major tool in institutional planning.

When many colleges were expanding rapidly in the 1970's, feedback from targeted communities helped define areas for new programs. In times of tight money, the 1980's community input is even more important for community colleges as a base for planning, recruitment, financial support.

Roger C. Andersen, "The Community Survey: An Effective Tool for Administrative Planning and Decision Making," Community Junior College Research Quarterly, October - December 1977, Vol 2, Number 1.

PART II THE COMMUNITY NEEDS ASSESSMENT PROCESS

PART II THE COMMUNITY NEEDS ASSESSMENT PROCESS

SCCC applied for and received a Planning Grant under Title III from the Strengthening Developing Institutions Program (SDIP) for the academic year 1981-82. Two projects included in the grant activities were the development of an Office of Institutional Research and doing a Community Needs Assessment. Both of these projects were seen as high priorities by the College.

Objectives of the Survey

In October 1981 the SCCC Board of Trustees approved the objectives for the Community Needs Assessment Survey:

OBJECTIVES

1. To assist the College in improving and expanding the educational program offered in the Capital District.

2. To assist the College in gearing its programs to meet the educational needs as felt by members of the community.

3. To assist the College in evaluating the effect of its promotional efforts within the community.

4. To assist the College in its efforts to facilitate attendance through the removal of barriers to attendance.

5. To assist the College in providing information to the entire community.

6. To assist the College in evaluating the quality of its programs and their impact on the community.

7. To assist the College in program planning based on potential community demand for programs.

The Ad Hoc Advisory Committee For the Survey

At the same meeting the Board of Trustees appointed an Ad Hoc Advisory Committee for the Community Needs Assessment Survey. Since the Survey would go into many sections of the community and because support and understanding from the community are basic to the life and health of a community college, access to the experience and advice of the Advisory Committee members was a valuable asset to the College. This Committee was extremely helpful in the design of the survey instrument,

and members contributed names and mailing list sources for consideration in the coverage of the four sub-population groups to be surveyed.

AD HOC ADVISORY COMMITTEE FOR THE SCCC COMMUNITY NEEDS ASSESSMENT SURVEY

Appointed to the SCCC Board of Trustees in October, 1981, from the Community:

David Atkins	Schenectady County Commissioner of Planning
Lawrence Bowman	Schenectady County Chamber of Commerce
Robert Briber	Executive Director, Hudson-Mohawk Association of Colleges and Universities
Custer Quick	Assistant Superintendent Albany-Schenectady-Schoharie Board of Cooperative Educational Services
Helen Quirini	Central Labor Council
Catherine Raycroft	Executive Director Schenectady County Human Services Planning Council
Ralph Robinson	Snelling & Snelling Employment Agency
Theodore Rock	Pupil Personnel Services Schenectady City Public Schools
Jayne Rycheck	Retired Teacher and Principal
Vander Bogart Shanklin	Deputy to the Mayor City of Schenectady
James Stamper	Law, Order, and Justice Center

AD HOC ADVISORY COMMITTEE FOR THE SCCC COMMUNITY NEEDS ASSESSMENT SURVEY
continued:

From the College Staff:

Vladia Boniewski	SCCC Alumni Association president
Tom Lansing	Manager, Data Processing Center, SCCC
Wendy Parker	President, Student Activities Council, SCCC 1981-82
Shirley Stanley	Chairperson of the SCCC Faculty 1981-82

The Survey Populations

As a SUNY community college SCCC receives funding from three major sources: student tuition, the State of New York, and the local college sponsor, Schenectady County. Also, a substantial majority of SCCC students, both full-time and part-time, come from within Schenectady County. From these facts two dimensions of the Community Needs Assessment design became clear: the geographical area for the study should be limited to Schenectady County; and SCCC students and alumni should be polled as one of the sub-populations.

A prime source for traditional full-time freshmen for SCCC and other colleges in the Capital District is the body of June graduates from local public and private high schools. The perceptions, opinions, and factual knowledge concerning SCCC which are possessed by high school counselors, department chairs, and principals are of great interest to SCCC, since the high school students look to these people for information and advice about colleges. This group of high-school-related professionals is a second important sub-population.

The people closest to the actual delivery of service to students are the College staff -- teaching faculty, both full-time and part-time; administrators; clerical personnel; and maintenance workers. Their personal understanding of community needs is a factor in the style and effectiveness of the service delivery. This group plus the Board of Trustees of the College, the citizen Advisory Committees, the members of the original Community College Study Committee, and prospective students already signed up for the Fall 1982 form a third sub-population.

The fourth sub-population is a combination of selected organizations in Schenectady County: business, industry (both management and labor), community non-profit agencies, senior citizens, and community volunteer groups.

The decision to survey these four sub-populations for the SCCC Community Needs Assessment was based on the institutional conviction that the information of most value to the College would most likely come from people who are generally involved in and knowledgeable about the community and who have positions, interests, and/or responsibilities which may affect SCCC either directly or indirectly.

The selection of these sub-populations may be seen as a variation of the Key Informant Approach[2] where data are obtained from individuals in the service area who are aware of the College and of community needs.

Charles A. Houston, "A Methodology of Naturalistic Inquiry for Community College Needs Assessment," paper presented at 1981 AACJC Convention, Washington, D.C., April 1981 p.1.

Watcke[3] suggests that the selection of key informants might usefully be made from among public officials, local school board members, public and parochial school teachers, public librarians, community organization leaders and directors of social service agencies. This approach provides a range of individual and/or organizational perspectives on educational needs. He says, however, that it is quite likely that these perspectives, even collectively, may not represent an accurate needs assessment of the community.

There is general agreement that no single needs assessment model exists for comprehensive educational planning. Every approach has its advantages and disadvantages, and the SCCC design was planned to exploit positively the advantages of the Key Informant Approach and to bring particular awareness of the limitations and disadvantages of this approach to the interpretation of the data gathered.

A survey questionnaire was distributed to about 3500 people identified as belonging to one of the target populations. Returns numbered 1200, a 36% return. By design this study did not seek opinions from a stratified sample of all persons residing and/or working in the sponsorship area. Rather, it sought information from selected sub-populations which were perceived as having informed opinions.

The Survey Instrument

Four general questions provided the structure for the survey.

I. What factors influence a person's decision to attend college?

II. What does the community expect from Schenectady County Community College?

III. What demand is there in the community for new or intensified services from SCCC?

IV. How well is Schenectady County Community College serving the community?

A number of items were included under each main question. Each item in areas I, II, and III was to be ranked on a five-point Likert scale, with very low = 1, low = 2, moderate = 3, high = 4, and very high = 5. A 0 was provided so that a respondent could register "no opinion." The response categories were coded so that means could be computed for each opinion type item.

Watcke, Ronald R. "Community Needs Assessment: Using Social Indicators and Key Informants," Community Services CATALYST, Summer 1982, Vol XII, Number 3.

In area IV the responses were limited to "agree", "disagree", and "no opinion." The respondent was asked to react to a series of positive statements about SCCC and its services.

Some general information was solicited from the respondents: age group, level of formal education, occupation, and familiarity with SCCC from attending as a student or visiting the campus for other reasons.

The SCCC day students surveyed were reached through English and Psychology classes with the instructors distributing the questionnaires for return to a box in the Elston Hall lobby. Evening students in all classes on one evening received questionnaires. SCCC staff received questionnaires through campus mail for return through campus mail or to the lobby box. The High-School-Related group and the selected community organization groups received questionnaires through the mail with a postage-paid return envelope. Some questionnaires were mailed to people in the other population groups, and postage-paid envelopes were provided to encourage participation and indicate confidentiality of responses.

The final draft of the survey instrument was given to the Executive Council of SCCC for a trial run. The entire instrument was coded for entry into the computer.

Research Design

The geographic area to be surveyed was limited to Schenectady County and southern Saratoga County, the latter because many persons in southern Saratoga County are drawn toward Schenectady for employment and services.

The four sub-populations varied considerably in size for the survey. 100% of the SCCC staff and 100% of the high school principals, department chairs, and counselors in high schools in Schenectady County received questionnaires. Approximately 600 questionnaires were distributed to day students and about the same number to evening students. For the selected community organization group over 1100 surveys were distributed among the Schenectady County Chamber of Commerce, local General Electric Company management, Senior Citizens groups, community non-profit agencies, Local 301 of the International Union of Electrical Workers, the Schenectady County Board of Representatives, the League of Women Voters, the Junior League, the American Association of University Women, etc.

No effort was made to identify ethnic or racial minorities for assessment of their particular needs, because such groups are a very small part of the county population and because comparision with the 1980 census shows that the SCCC enrollment regularly parallels or exceeds the county percentages of minorities. It could be assumed that the minorities would be adequately represented in the returns.

The City of Schenectady was not separated from the County of Schenectady for the survey since Schenectady County is the smallest upstate county in New York and is very largely urban and suburban. There is no other population center in the county.

The sex of respondents was considered to be unimportant for this study.

Grady[1] lists advantages and disadvantages of mail-out surveys. Advantages include minimal costs, staff, training, and supervision; practicality in wide-spread or rural areas; and the encouragement of more candid and honest responses with no interviewer. Disadvantages cited include a usually poor response, under 25%; responses by self-selected, unrepresentative group; non-uniform and incomplete interpretation and understanding of questions; ineffectiveness with illiterates; and the failure by the impersonality of the process to elicit detailed or open-minded responses. The disadvantages were considered as not applicable to the SCCC survey since the surveyed groups were selected by the College, and ample space and encouragement was given for comments and suggestions on each page of the survey.

Survey Completion

The surveys were sent out in early December, and, since the potential respondents were guaranteed anonymity, there was no way to tell who had returned his/her survey and who had not. Surveys for each group were keyed with a letter for the entire group as they were sent out. Collating of returns began about the end of January, when most of the returns had been received.

The data from all questionnaires, excluding completely blank ones, were entered into the computer. A statistical package called Minitab from the Penn State University was used for manipulating the data. Absolute and relative frequency on the Likert scale, mean, and standard deviation were computed for each item for each of the four population groups and for the total population responding. For the Satisfaction items 38-54 only the absolute and relative frequencies were done. Absolute frequency is the actual count of the number of respondents who checked the response identified for an item. Relative frequency is the percentage of the total possible response for the group indicated.

Follow-up meetings for discussion of results were planned with the Analytical Studies Group of the SCCC Planning effort, the SCCC Board of Trustees, and the Ad Hoc Advisory Committee for the Community Needs Assessment Survey.

Sandra C. Grady, Assessing the Educationally Related Needs of Adults: A Practical, Low Cost Approach by a Community College in Cooperation with the Public School System. The Center for Community Education, AACJC, Washington, D,C,, in cooperation with the Office of Community Education Research, University of Michigan, Ann Arbor, January, 1979.

TABLE I

SURVEY DISTRIBUTION AND RETURNS

	SCCC Students	SCCC Staff	High-School Staff	Selected Community Organizations	Grand Total
Questionnaires Sent	1173	636	600	1125	3534
% of Grand Total Sent by Group	33.19	17.97	16.98	31.83	100.00
Questionnaires Returned	577	244	185	262	1268
% of Returns by Group	49.19	38.36	30.83	23.29	35.88
% of Grand Total Returns by Group	45.50	19.24	14.59	20.66	100.00

Composition of Population Groups

SCCC Student Group: day students, evening students, 10-year alumni of SCCC, EOP students.

SCCC Staff Group: SCCC Trustees, students accepted at SCCC for Fall 1982, SCCC professional staff, SCCC support staff, Community College Study Committee, members of SCCC Advisory Committees, part-time faculty.

High-School Staff Group: high school counselors, high school principals, high school department chairs.

Selected Community Organizations Group: Schenectady County Chamber of Commerce, community non-profit agencies, community volunteer groups, professional organizations, senior citizen groups, management at the General Electric Company in Schenectady, Schenectady County Representatives, the Central Labor Council, the International Union of Electrical Workers - Local 301, government people in the City of Schenectady, Schenectady County, and the Towns.

Relationship of Survey Items to Survey Objectives

The objectives adopted by the SCCC Board of Trustees for the Community Needs Assessment Survey were the strongest influence on the content and direction of the questions asked in the Survey. Therefore, the pattern of responses among the four sub-populations and the distribution of responses among the choices indicated for each item contribute to the realization of one or more of the objectives. The evaluation of that contribution may be different in various contexts.

The data for the total group surveyed are included in the body of this report. Data for the four sub-populations are available in the SCCC Office of Institutional Research. For example, a low-moderate importance response on an item may indicate that SCCC should not expect firm support in that area. In another situation that same low-moderate importance response may give positive guidance for a targeted public information campaign.

In the following section Survey items have been grouped under one or more of the Objectives.

Objective 1. To assist the College in improving and expanding the educational program offered in the Capital District.

(11) acceptance of all high school graduates who apply

(18) using sites off campus as satellite locations for classrooms

(20) expansion of cultural offerings to the community such as plays, concerts, lectures, etc.

(21) increased avaliability of SCCC facilities to community groups

(24) increased number of general interest, self-development courses whose fees pay the total cost of the course

(25) industry-related and/or business-related courses taught off-campus at sites convenient to the students and employers involved

(26) Week-End College program planned so that selected degrees can be earned through classes on Friday evenings, Saturdays, and/or Sundays

(27) assessment for college credit of learning from life experience

(28) opportunities for SCCC students to study abroad for a semester

(29) requirement of foreign language study in degrees which are planned for transfer to four-year colleges

(30) special seminars and workshops for business and industry, small business owners, and other professionals

(31) new programs in industrial technologies with demonstrated demand for two-year graduates

(32) degree and certificate programs in computer and data-processing areas

(33) health-related degree and certficate programs

(34) individually designed degree programs

(50) SCCC has been growing at a satisfactory rate in size, reputation, and excellence to serve the needs of this area adequately

(51) The presence of SCCC since 1969 has significantly improved Schenectady County and widened educational choice in the Capital District

Objective 2. To assist the College in gearing its programs to meet the educational needs as felt by members of the community.

(11) acceptance of all high school graduates who apply

(12) acceptance of non-high school graduates with assurance that they can obtain the background courses they need for entrance into their desired programs

(13) offering certificates and two-year degrees transferable to four-year colleges and expanding transfer agreements with public and private four-year colleges

(14) offering certificates and two-year degrees preparing students primarily for work in particular vocational fields

(15) offering courses, perhaps without college credit, for people who want to upgrade and update their present vocational skills and knowledge

(16) counseling and career guidance availability for all students, including older students, part-time students, evening students, etc.

(17) cooperation with area high schools and Boards of Cooperative Educational Services (BOCES) to help students make an easy transition from high school to Schenectady County Community College

(18) using sites off-campus as satellite locations for classrooms

(19) maintaining course content and standards to assure their transferability to other colleges in appropriate fields

(22) offering non-credit courses, seminars, and workshops for self-improvement, personal interest, and professional development

(23) job placement services for graduates and current students

(25) industry-related and/or business-related courses taught off-campus at sites convenient to the students and employers involved

(26) a Week-End College program planned so that selected degrees can be earned through classes on Friday evenings, Saturdays, and/or Sundays

(27) assessment for college credit of learning from life experience

(34) individually designed degree programs

(50) SCCC has been growing at a satisfactory rate in size, reputation, and excellence to serve the needs of this area adequately.

(51) The presence of SCCC since 1969 has signficantly improved Schenectady County and widened educational choice in the Capital District.

(52) SCCC presents a helpful and non-threatening image to older students entering college for the first time or re-entering after several years out.

Objective 3. To assist the College in evaluating the effects of promotional efforts within the community.

(11) acceptance of all high school graduates who apply

(12) acceptance of non-high school graduates with assurance that they can obtain the background courses they need for entrance into their desired programs

(35) once-a-year area-wide mailings about SCCC to all households

(36) more advertising on radio

(37) more advertising in newspapers

(43) SCCC is a good place for new (and old) businesses in the Capital District to go to for the planning and staffing of training programs.

(45) SCCC keeps the Capital District, especially Schenectady County, well informed about the College offerings and activities.

Objective 4. To assist the College in its efforts to facilitate attendance through the removal of barriers to attendance.

(11) acceptance of all high school graduates who apply

(12) acceptance of non-high school graduates with assurance that they can obtain the background courses they need for entrance into their desired programs

(42) SCCC provides good access for students in wheelchairs.

(49) SCCC is attracting minority students in numbers which correspond positively with the percentage of minority population in Schenectady.

(52) SCCC presents a helpful and non-threatening image to older students entering college for the first time or re-entering after several years out.

(54) cost of tuition and materials

(60) tuition aid by employer

(64) courses offered during the day

(65) courses offered during the evening

(67) availability of child care

(68) availability of remediation in reading, writing, and math

(72) financial aid

Objective 5. To assist the College in providing information to the entire community

(11) acceptance of all high school graduates who apply

(35) once-a-year area-wide mailings about SCCC to all households

(36) more advertising on radio

(37) more advertising in newspapers

(45) SCCC keeps the Capital District, especially Schenectady County, well informed about the College offerings

(62) prestige of the college

(69) quality of teaching

Objective 6. To assist the College in evaluating the quality of its programs and their impact on the community.

(38) SCCC's degree and certificate programs are in areas appropriate to the needs of the students and the community.

(39) SCCC students speak well of their experience at the College.

(40) Parents of present and/or former students seem satisfied with their children's education at SCCC.

(41) Employers find SCCC graduates well qualified in their fields.

(43) SCCC is a good place for new (and old) industries and businesses in the Capital District to go to for the planning and staffing of training programs.

(44) The Schenectady County support of SCCC with tax monies is a wise investment.

(46) SCCC has an excellent relationship with the geographic and population area it serves.

(47) The caliber of instruction at SCCC is very good.

(48) The facilities (classroom, library, audio-visual equipment, laboratories, etc.) are very good at SCCC.

(50) SCCC has been growing at a satisfactory rate in size, reputation, and excellence to serve the needs of this area adequately.

(51) The presence of SCCC since 1969 has significantly improved Schenectady County and widened educational choice in the Capital District.

(53) SCCC's professional staff and support staff are generally pleasant, efficient, and helpful to the public.

Objective 7. To assist the College in program planning based on potential community demand for program.

(24) increased number of general interest, self-development courses whose fees pay the total cost of the course

(25) industry-related and/or business-related courses taught off-campus at sites convenient to the students and employees involved

(26) a Week-End College program planned so that selected degrees can be earned through classes on Friday evenings, Saturdays, and/or Sundays

(27) assessment for college credit of learning from life experience

(28) opportunities for SCCC students to study abroad for a semester

(29) requirement of foreign language study in degrees which transfer to four-year colleges

(30) special seminars and workshops for business and industry, small business owners, and other professionals

(31) new programs in industrial technologies with demonstrated demand for two-year college graduates

(32) degree and certificate programs in computer and data-processing areas

(33) health-related degree and certificate programs

(34) individually designed degree programs

(62) prestige of the College

(65) courses offered during the evening

(69) quality of teaching

(73) access to counseling and career guidance

(76) transferability of courses

The College Attendance Decision items 54-76 produced information which can be related to any of the Objectives. Not all of these items have been listed under a specific objective.

PART III FINDINGS AND CONCLUSIONS

PART III FINDINGS AND CONCLUSIONS

The collected data were tabulated for each of the four sub-groups and the total group. Absolute and relative frequencies, means, and standard deviations were calculated for the four sub-groups and the total group. Tables and graphs showing this information for the four sub-groups are available in the SCCC Office of Institutional Research. In this section, Part III of the report, the findings and conclusions are based on the data from the total group surveyed. Noticeable similarities and differences between sub-groups are noted here as are differences from the total group by a sub-group.

Descriptors of the Survey Respondents

The total 1268 responses to the demographic questions are shown in Figure 1. and Table II. The largest age group was 21-35 years, 36% of the total. There were two highest groups on the question concerning level of formal education: 27% of the total indicated that they had done some college work but had not graduated; 28% of the total said they had a master's degree or higher. The survey was done before the end of the first semester, and some freshmen may have checked "high school graduate" because they had not yet completed any college work.

In the occupational category question 36% of the respondents consider themselves professionals and another 17% were managerial-supervisory. The next largest category was full-time students. Only 4% checked "home-maker full-time."

Forty-two percent of respondents checked that they or members of their immediate families have attended SCCC as students. Students may have interpreted the question to mean "previously attended" and checked the "no" answer; the "yes" answers number fewer than the known count of responses from students.

Over half of the respondents, 51%, indicated that they had visited SCCC for reasons other than attending classes. A "yes" answer here indicated use and/or familiarity with the College site from other than an enrolled student perspective.

FIGURE 1

V. GENERAL INFORMATION - ON TOTAL GROUP

The questions below are asked to obtain general information about the individuals like yourself who are completing this survey. Please check the one statement in each category which is most nearly descriptive of you.

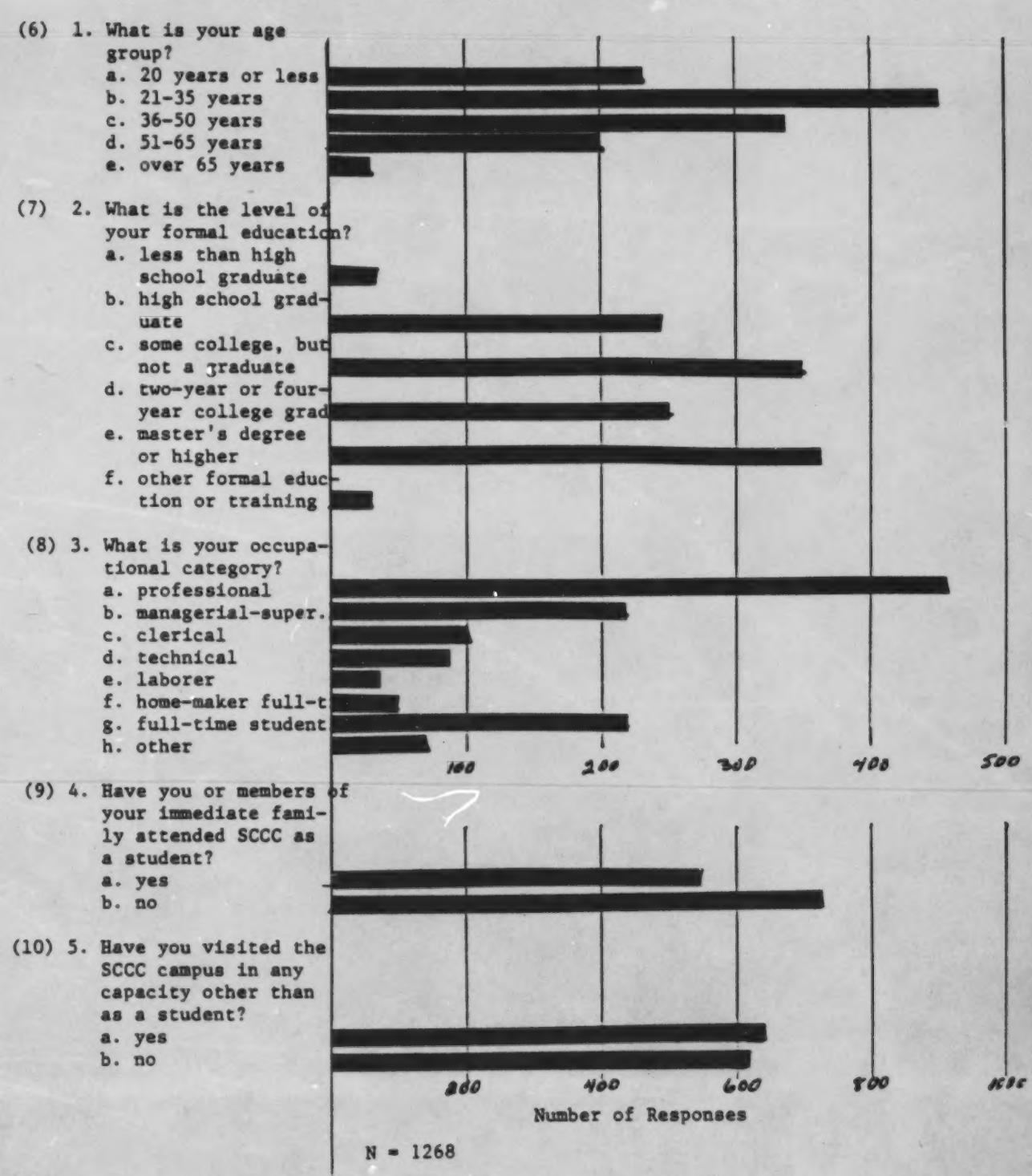


TABLE II

V. GENERAL INFORMATION -- ON TOTAL GROUP OF RESPONDENTS

The questions below are asked to obtain general information about the individuals like yourself who are completing this survey. Please check the one statement in each category which is most nearly descriptive of you.

(6) 1. What is your age group?

		Count	%
o.	no answer	7	0.55
a.	20 years or less	236	18.61
b.	21-35 years	451	35.57
c.	36-50 years	336	26.50
d.	51-65 years	206	16.25
e.	over 65 years	32	2.52
	All	1,268	100.00

(7) 2. What is the level of your formal education?

o.	no answer	8	0.63
a.	less than high school graduate	30	2.37
b.	high school graduate	244	19.24
c.	some college, but not a graduate	348	27.44
d.	two-year or four-year college graduate	248	19.56
e.	master's degree or higher	359	28.31
f.	other formal education or training	28	2.21
		3	0.24
	All	1,268	100.00

(8) 3. What is your occupational category? (If you are retired, indicate the category which was appropriate before you retired.)

o.	no answer	31	2.44
a.	professional	457	36.04
b.	managerial-supervisory	221	17.43
c.	clerical	101	7.97
d.	technical	86	6.78
e.	laborer	34	2.68
f.	home-maker full-time	50	3.94
g.	full-time student	218	17.19
h.	other	70	5.52
	All	1,268	100.00

(9) 4. Have you or members of your immediate family attended SCCC as a student?

		Count	%
o.	no answer	9	0.71
a.	yes	535	42.19
b.	no	724	57.10
	All	1,268	100.00

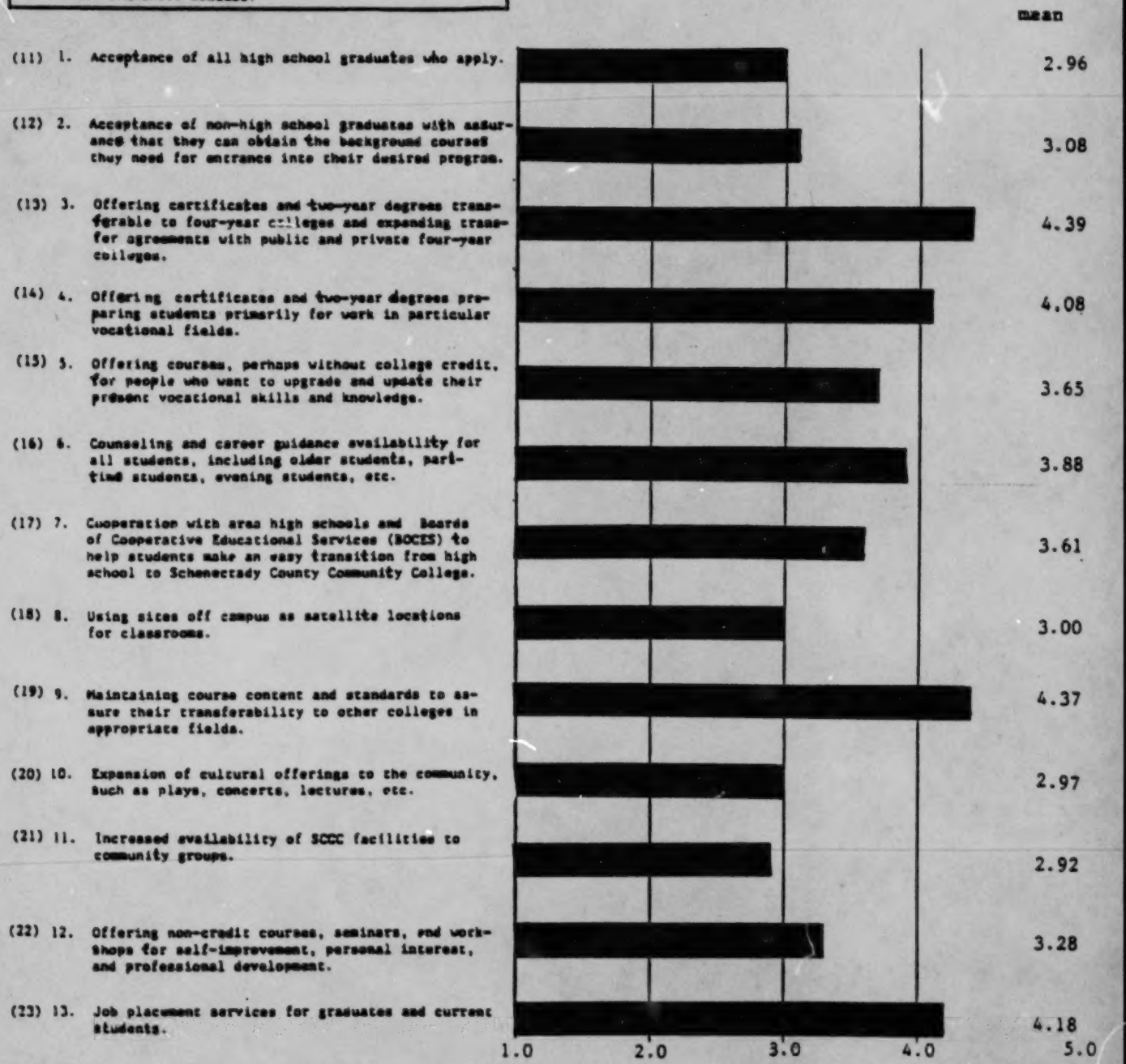
(10) 5. Have you visited the SCCC campus in any capacity other than as a student?

o.	no answer	11	0.87
a.	yes	644	50.79
b.	no	613	48.34
	All	1,268	100.00

WHAT DOES THE COMMUNITY EXPECT OF SCCC?

FIGURE 2 MEANS OF RESPONSES ON EXPECTATIONS ITEMS 11 - 23 TOTAL GROUP

II. WHAT DOES THE COMMUNITY EXPECT FROM SCHENECTADY COUNTY COMMUNITY COLLEGE?


mean
(11) 1. Acceptance of all high school graduates who apply. 2.96
(12) 2. Acceptance of non-high school graduates with assurance that they can obtain the background courses they need for entrance into their desired program. 3.08
(13) 3. Offering certificates and two-year degrees transferable to four-year colleges and expanding transfer agreements with public and private four-year colleges. 4.39
(14) 4. Offering certificates and two-year degrees preparing students primarily for work in particular vocational fields. 4.08
(15) 5. Offering courses, perhaps without college credit, for people who want to upgrade and update their present vocational skills and knowledge. 3.65
(16) 6. Counseling and career guidance availability for all students, including older students, part-time students, evening students, etc. 3.88
(17) 7. Cooperation with area high schools and Boards of Cooperative Educational Services (BOCES) to help students make an easy transition from high school to Schenectady County Community College. 3.61
(18) 8. Using sites off campus as satellite locations for classrooms. 3.00
(19) 9. Maintaining course content and standards to assure their transferability to other colleges in appropriate fields. 4.37
(20) 10. Expansion of cultural offerings to the community, such as plays, concerts, lectures, etc. 2.97
(21) 11. Increased availability of SCCC facilities to community groups. 2.92
(22) 12. Offering non-credit courses, seminars, and workshops for self-improvement, personal interest, and professional development. 3.28
(23) 13. Job placement services for graduates and current students. 4.18
1.0
2.0
3.0
4.0
5.0

1 = No importance
2 = Low importance
3 = Medium importance
4 = High importance
5 = Extreme importance

Mean scores are shown after each item. Standard deviations for these items ranged from .92 to 1.25

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TABLE III

II. WHAT DOES THE COMMUNITY EXPECT FROM SCHENECTADY COUNTY COMMUNITY COLLEGE?	RELATIVE FREQUENCIES (%) N = 1268					
	0	1	2	3	4	5
(11) 1. Acceptance of all high school graduates who apply.	11.36	13.64	18.69	25.00	20.43	10.80
(12) 2. Acceptance of non-high school graduates with assurance that they can obtain the background courses they need for entrance into their desired program.	12.07	9.70	15.93	28.63	25.24	8.36
(13) 3. Offering certificates and two-year degrees transferable to four-year colleges and expanding transfer agreements with public and private four-year colleges.	3.86	0.63	1.81	7.41	35.65	50.55
(14) 4. Offering certificates and two-year degrees preparing students primarily for work in particular vocational fields.	5.99	0.95	3.00	16.17	41.88	31.94
(15) 5. Offering courses, perhaps without college credit, for people who want to upgrade and update their present vocational skills and knowledge.	6.47	3.15	7.33	28.55	35.09	19.32
(16) 6. Counseling and career guidance availability for all students, including older students, part-time students, evening students, etc.	3.71	2.37	5.84	21.53	38.09	28.39
(17) 7. Cooperation with area high schools and Boards of Cooperative Educational Services (BOCES) to help students make an easy transition from high school to Schenectady County Community College.	7.02	4.26	8.36	26.10	35.09	19.09
(18) 8. Using sites off campus as satellite locations for classrooms.	10.96	10.57	17.82	30.68	21.53	8.36
(19) 9. Maintaining course content and standards to assure their transferability to other colleges in appropriate fields.	3.63	0.71	2.13	8.12	35.65	49.61
(20) 10. Expansion of cultural offerings to the community, such as plays, concerts, lectures, etc.	8.99	10.73	19.01	33.75	17.82	9.54
(21) 11. Increased availability of SCCC facilities to community groups.	11.04	9.38	18.38	37.46	17.82	5.84
(22) 12. Offering non-credit courses, seminars, and workshops for self-improvement, personal interest, and professional development.	8.60	5.91	14.67	32.18	24.47	13.01
(23) 13. Job placement services for graduates and current students.	5.36	1.89	2.52	13.72	35.09	41.32

EXPECTATION ITEMS 11-23

TOTAL GROUP

1 = No importance
2 = Low importance
3 = Medium importance
4 = High importance
5 = Extreme importance

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What Does the Community Expect of Schenectady County Community College? Items 11 - 23

Two general conclusions reached from consideration of the total data on these items are
1) that the responses from the four sub-populations and the total group surveyed are very similar on an item by item basis, and
2) every item mentioned under the broad category of expectations was considered to be of at least medium importance.

The areas indicated to be highest in importance were the traditional concerns for maintaining course content and standards to assure their transferability to other colleges in appropriate fields and for offering certificates and two-year degrees transferable to four-year colleges and expanding transfer agreements with public and private four-year colleges. Two other items were also in the high importance category: job placement services for graduates and current students and offering certificates and two-year degrees preparing students primarily for work in particular vocational fields. Counseling and career guidance available to all students, courses for upgrading and/or updating vocational skills, cooperation with BOCES (Boards of Cooperative Educational Services), and non-credit self-supporting personal interest and professional development courses were marked half way between medium and high importance. Accepting students in need of remedial help was considered of only slightly more than medium importance. Acceptance of all high school graduates who apply was considered of only medium importance. Since community colleges as institutions place a high value on the implementation of "open admissions", the relatively low mean for this item has implications for communications from the College to its various publics. The low score does not necessarily imply lack of sympathy or opposition, but it does imply that many other considerations are seen as more important as services from the community college to Schenectady.

The three items ranked lowest, of medium or less importance, related to special services to parts of the community: using sites off-campus as satellite classrooms for student convenience, expansion of cultural offerings to the community (such as plays, concerts, lectures, etc.), and increased availability of SCCC facilities to community groups. The last two items could indicate that the Schenectady community, as surveyed, does not presently look to the College for these services. If such services are important to the College and plans are made to offer them, considerable effort may need to go into publicity and image-building in these areas.

Maintaining course content and standards to assure their transferability to other colleges in appropriate fields (19) and offering certificates and two-year degrees transferable to four-year colleges and expanding transfer agreements with public and private four-year colleges (13) were ranked first or second by all four population groups. Job placement services (23) and offering certificate and two-year degree career programs (14) were ranked third or fourth by all groups. Counseling and career guidance (16) ranked fifth for all four groups. Courses for up-grading and updating vocational skills (15) and cooperation with area high school and BOCES to help students make an easy transition to SCCC (17) were ranked sixth and seventh by all groups, with offering non-credit courses for self-improvement, personal interest, and professional development (12) ranked eighth for all. In the items ranked lower there was considerable variation among the groups: students evinced the least interest in expanding community use of the facilities (10), offering more cultural events to the community (11), and in going off-campus (18); SCCC staff, High-School Related, and the organizations groups ranked "open admissions" (1) low; expansion of cultural offerings to the community (10), making college facilities available to community groups (10), and using off-campus sites as classrooms (18) were also ranked low.

Four items produced mean responses of 4.0 or higher from all four groups and the total:*

(13) offering certificates and two-year degrees transferable to four-year colleges and expanding transfer agreements with public and private four-year colleges (4.39);

(14) offering certificates and two-year degrees preparing students primarily for work in particular vocational fields (4.08);

(19) maintaining course content and standards to assure their transferability to other colleges in appropriate fields (4.37);

(23) job placement services for graduates and current students (4.18);

The total means below 3.0 were for:

(11) acceptance of all high school graduates who apply (2.96);

*The number in parentheses before a response item is the item number; the number in parentheses at the end of a response item is the mean on that item for the total group, unless another identification is given.

(18) using sites off campus as satellite locations for classrooms (2.99);

(20) expansion of cultural offerings to the community, such as plays, concerts, lectures, etc. (2.97);

(21) increased availability of SCCC facilities to community groups (2.92).

No items had group or total means below 2.5 The lowest mean was for (11), the open admissions item, from the Community group (2.49).

The most strongly supported expectations from the group surveyed are precisely the SCCC institutional mission priorities with one exception. The low community mean for the "open admissions" items (11) and (12) could indicate lack of understanding of, lack of knowlege of the need for, and/or lack of knowledge of the meaning of "open admissions."

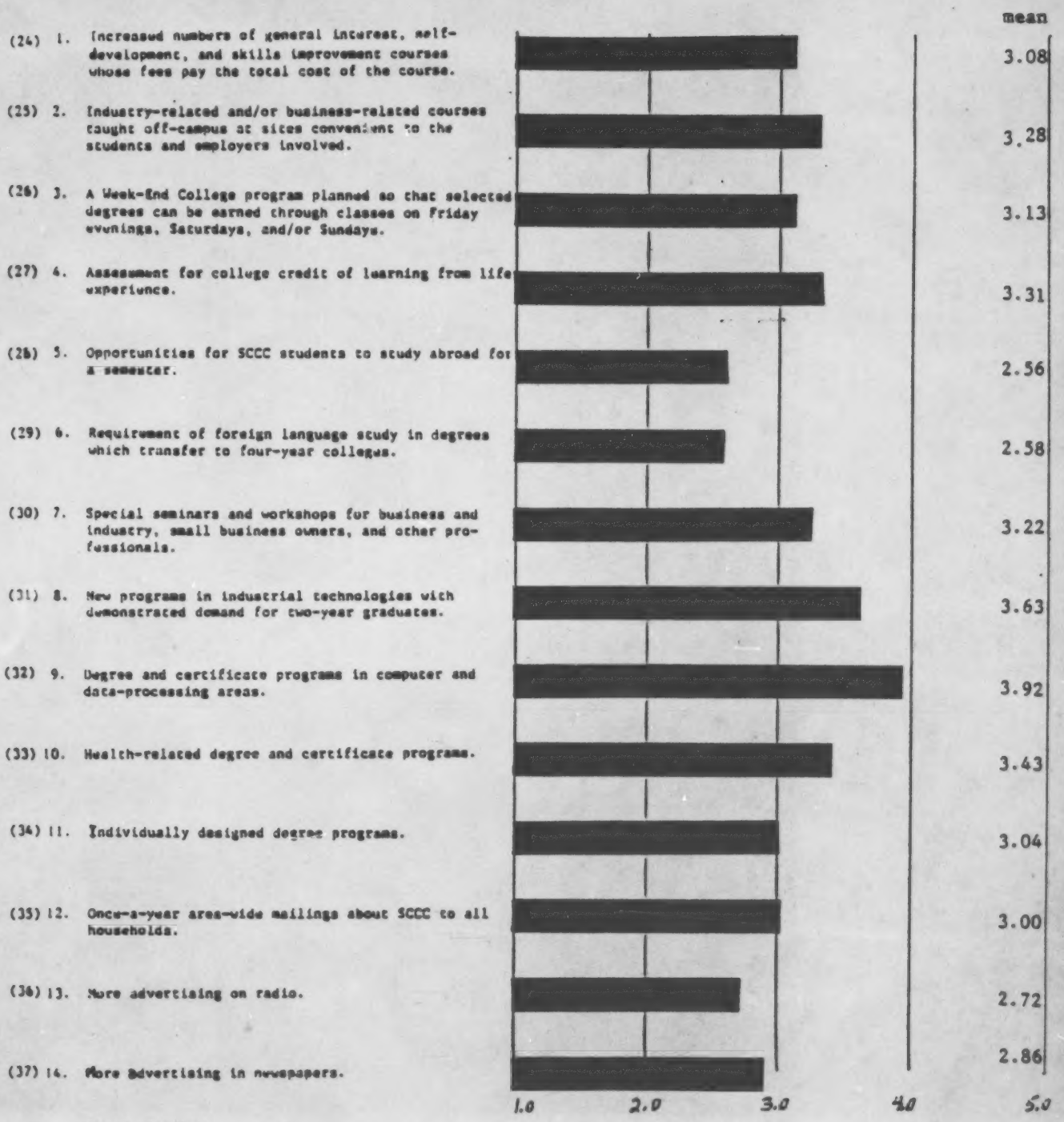
Both SCCC students and the organizations group had a response mean below 3.0 for expanding community use of SCCC facilities (21) and for SCCC's expanding cultural event offerings to the community (20).

WHAT DEMAND IS THERE IN THE COMMUNITY FOR NEW OR INTENSIFIED SERVICES FROM SCCC?

FIGURE 3

MEANS OF RESPONSES ON
NEW SERVICES ITEMS 24 - 37
TOTAL GROUP

III. IN YOUR OPINION, WHAT DEMAND IS THERE IN THE COMMUNITY FOR NEW OR INTENSIFIED SERVICES FROM SCHENECTADY COUNTY COMMUNITY COLLEGE?


mean
(24) 1. Increased numbers of general interest, self-development, and skills improvement courses whose fees pay the total cost of the course. 3.08
(25) 2. Industry-related and/or business-related courses taught off-campus at sites convenient to the students and employers involved. 3.28
(26) 3. A Week-End College program planned so that selected degrees can be earned through classes on Friday evenings, Saturdays, and/or Sundays. 3.13
(27) 4. Assessment for college credit of learning from life experience. 3.31
(28) 5. Opportunities for SCCC students to study abroad for a semester. 2.56
(29) 6. Requirement of foreign language study in degrees which transfer to four-year colleges. 2.58
(30) 7. Special seminars and workshops for business and industry, small business owners, and other professionals. 3.22
(31) 8. New programs in industrial technologies with demonstrated demand for two-year graduates. 3.63
(32) 9. Degree and certificate programs in computer and data-processing areas. 3.92
(33) 10. Health-related degree and certificate programs. 3.43
(34) 11. Individually designed degree programs. 3.04
(35) 12. Once-a-year area-wide mailings about SCCC to all households. 3.00
(36) 13. More advertising on radio. 2.72
(37) 14. More advertising in newspapers. 2.86
1.0
2.0
3.0
4.0
5.0

0 = No Opinion
1 = No Demand
2 = Low Demand
3 = Moderate Demand
4 = Large Demand
5 = Very Large Demand

Mean scores are shown after each item. Standard deviations for these items ranged from .93 to 1.20

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TABLE IV

III. IN YOUR OPINION, WHAT DEMAND IS THERE IN THE COMMUNITY FOR NEW OR INTENSIFIED SERVICES FROM SCHENECTADY COUNTY COMMUNITY COLLEGE?	RELATIVE FREQUENCIES (%)					
	0	1	2	3	4	5
(24) 1. Increased numbers of general interest, self-development, and skills improvement courses whose fees pay the total cost of the course.	16.64	4.57	14.51	40.85	16.72	6.62
(25) 2. Industry-related and/or business-related courses taught off-campus at sites convenient to the students and employers involved.	12.62	4.65	11.99	35.25	25.87	9.46
(26) 3. A Week-End College program planned so that selected degrees can be earned through classes on Friday evenings, Saturdays, and/or Sundays.	14.20	7.18	16.96	29.65	21.37	10.49
(27) 4. Assessment for college credit of learning from life experience.	11.44	6.15	13.72	30.99	22.40	15.22
(28) 5. Opportunities for SCCC students to study abroad for a semester.	16.40	16.32	27.13	22.87	11.75	5.36
(29) 6. Requirement of foreign language study in degrees which transfer to four-year colleges.	17.19	17.27	23.58	24.13	12.15	5.68
(30) 7. Special seminars and workshops for business and industry, small business owners, and other professionals.	10.41	3.94	15.93	36.75	22.95	9.78
(31) 8. New programs in industrial technologies with demonstrated demand for two-year graduates.	11.36	1.42	8.12	27.92	35.73	15.30
(32) 9. Degree and certificate programs in computer and data-processing areas.	9.07	1.74	5.44	20.35	34.46	28.86
(33) 10. Health-related degree and certificate programs.	13.41	3.55	10.33	30.91	29.10	12.62
(34) 11. Individually designed degree programs.	16.09	7.10	19.79	28.94	18.85	9.15
(35) 12. Once-a-year area-wide mailings about SCCC to all households.	11.83	10.80	19.72	28.63	17.19	11.75
(36) 13. More advertising on radio.	14.83	13.88	24.13	25.87	14.59	6.62
(37) 14. More advertising in newspapers.	13.41	12.54	19.56	29.65	17.35	7.33

0 = No Opinion
1 = No Demand
2 = Low Demand
3 = Moderate Demand
4 = Large Demand
5 = Very Large Demand

NEW SERVICES ITEMS 24-37

TOTAL GROUP

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WHAT DEMAND IS THERE IN THE COMMUNITY FOR NEW OR INTENSIFIED SERVICES FROM SCCC? ITEMS 24 - 37

Computer science and data processing were identified as the only area for which a large demand for new programs was perceived by the surveyed group. SCCC is already moving ahead with plans for implementation in 1983-84.

More than moderate demand was seen for new programs in industrial technologies with demonstrated need for two-year college graduates. Health-related degree and certificate programs were ranked third. A somewhat more than moderate demand was seen for services to business and industry offered either on campus or at the work site and designed for management or for workers. Moderate demand was indicated for providing students with assessment for college credit of learning from life experience. Non-credit self-development courses, a Week-End College, and individually designed degree programs were also in the moderate demand category. Less demand was seen for more advertising on radio and in newspapers by the College, but there was support indicated for once-a-year area-wide mailings about SCCC to all households. This is currently being provided. The two areas on the list for which the least demand was perceived were opportunities for SCCC students to study abroad and the requirement of foreign language study in the transfer degree programs.

In the three new degree program areas - computers, industrial technologies, and health - the selected community organizations group mean was higher than the mean for the total group. On all other items the community organizations group mean was the same as or lower than the total group mean.

One new or expanded services item produced group and total means of over 3.5 and the highest mean for each group.

(32) degree and certificate programs in computer and data-processing areas (3.92 for Total).

The total group and all sub-groups except SCCC students had a mean response of over 3.5 for one item which had the second highest mean overall:

(31) New programs in industrial technologies with demonstrated demand for two-year graduates (3.44 for total).

The third highest total mean was for:

(33) health-related degree and certificate programs (3.43 for Total).

The lowest total priorities, ranked in reverse order of means were these items:

(28) opportunities for SCCC students to study abroad for a semester (2.56);

(29) requirement of foreign language study in degrees which transfer to four-year colleges (2.58);

(36) more advertising on radio (2.72);

(37) more advertising in newspapers (2.86).

The surveyed group sees the most demand for new services to be for new certificate and degree programs in computer-related areas, industrial technologies, and health-related specialties. The lower demand seen for innovative services - individually designed degree programs and the assessment for college credit of learning from life experience - may indicate lack of knowledge about these services and the advantages to students. There is no reason from the survey to assume that perceived below moderate demand indicates opposition. It can be assumed, however, that a base clientele for the lower demand services will have to be developed with well-targeted information and communication within the community if SCCC moves in these directions.

The top demand areas for new or expanded SCCC services have already been given high priority in SCCC program planning with implementation planned for the near future.

HOW WELL IS SCHENECTADY COUNTY COMMUNITY COLLEGE
SERVING THE COMMUNITY?

FIGURE 4

RELATIVE FREQUENCY OF RESPONSES
ON SATISFACTION ITEMS 38-53
TOTAL GROUP

IV. IN YOUR OPINION, HOW WELL IS SCHENECTADY COUNTY COMMUNITY COLLEGE SERVING THE COMMUNITY?

(38) 1. SCCC's degree and certificate programs are in areas appropriate to the needs of the students and the community.

(39) 2. SCCC students speak well of their experience at the college.

(40) 3. Parents of present and/or former students seem satisfied with their children's education at SCCC.

(41) 4. Employers find SCCC graduates well qualified in their fields.

(42) 5. SCCC provides good access for students in wheelchairs.

(43) 6. SCCC is a good place for new (and old) industries and businesses in the Capital District to go to for the planning and staffing of training programs.

(44) 7. The Schenectady County support of SCCC with tax monies is a wise investment.

(45) 8. SCCC keeps the Capital District, especially Schenectady County, well informed about the college offerings and activities.

(46) 9. SCCC has an excellent relationship with the geographic and population area it serves.

(47) 10. The caliber of instruction at SCCC is very good.

(48) 11. The facilities (classrooms, library, audio-visual equipment, laboratories, etc.) are very good at SCCC.

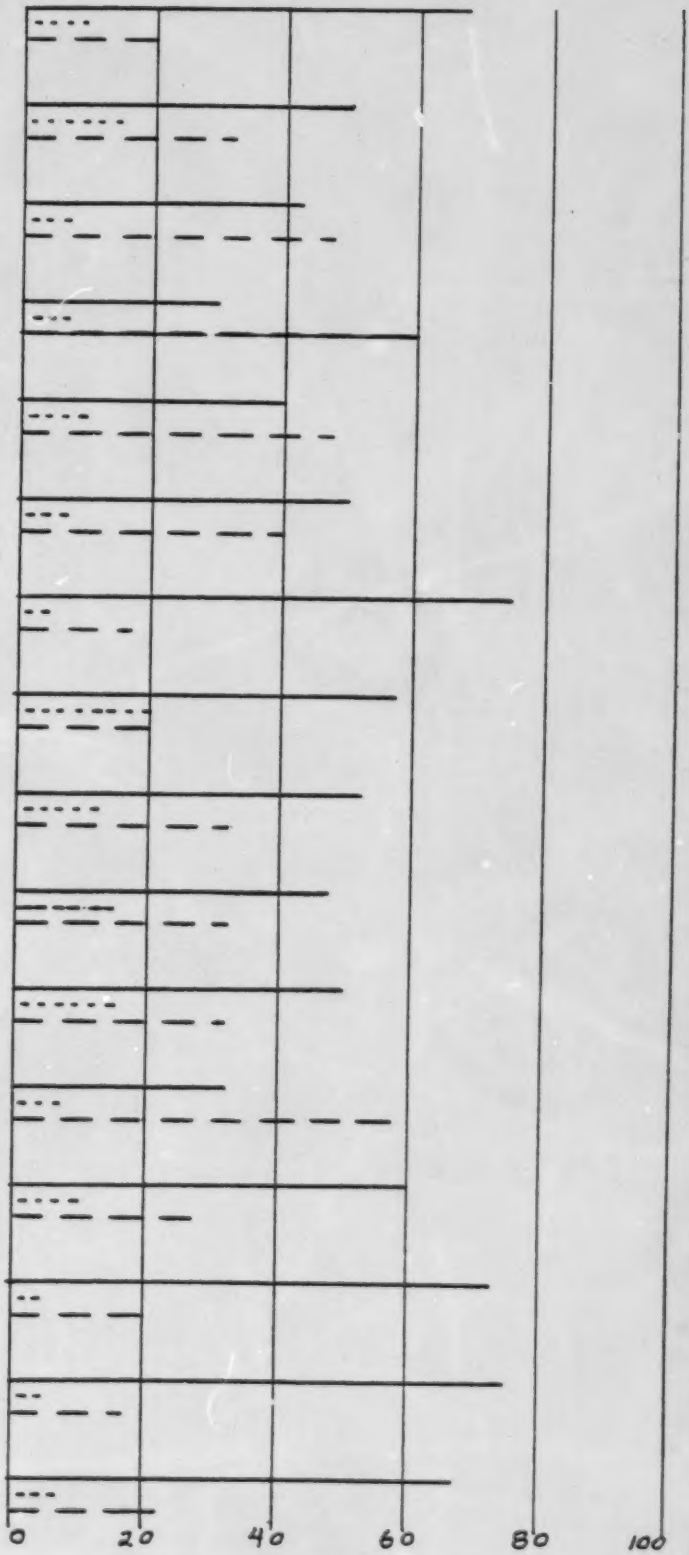
(49) 12. SCCC is attracting minority students in numbers which correspond positively with the percentage of minority population in Schenectady.

(50) 13. SCCC has been growing at a satisfactory rate in size, reputation, and excellence to serve the needs of this area adequately.

(51) 14. The presence of SCCC since 1969 has significantly improved Schenectady County and widened educational choice in the Capital District.

(52) 15. SCCC presents a helpful and non-threatening image to older students entering college for the first time or re-entering after several years out.

(53) 16. SCCC's professional staff and support staff are generally pleasant, efficient, and helpful to the public.



agree ————
disagree ————
no opinion— — —

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TABLE V

SATISFACTION ITEMS 38-53
RELATIVE FREQUENCIES (%) FOR TOTAL GROUP

	IV. IN YOUR OPINION, HOW WELL IS SCHENECTADY COUNTY COLLEGE SERVING THE COMMUNITY?	Agree	Disagree	No Opinion	Blank
(38) 1.	SCCC's degree and certificate programs are in areas appropriate to the needs of the students and the community.	66.3	9.2	21.3	3.1
(39) 2.	SCCC students speak well of their experience at the college.	50.6	14.6	32.2	2.6
(40) 3.	Parents of present and/or former students seem satisfied with their children's education at SCCC.	42.6	6.9	47.6	2.8
(41) 4.	Employers find SCCC graduates well qualified in their fields.	30.6	6.3	59.7	3.3
(42) 5.	SCCC provides good access for students in wheelchairs.	40.1	9.8	46.7	3.3
(43) 6.	SCCC is a good place for new (and old) industries and businesses in the Capital District to go to for the planning and staffing of training programs.	49.5	6.5	40.5	3.3
(44) 7.	The Schenectady County support of SCCC with tax monies is a wise investment.	74.6	5.1	17.4	2.8
(45) 8.	SCCC keeps the Capital District, especially Schenectady County, well informed about the college offerings and activities.	56.8	20.2	20.0	2.8
(46) 9.	SCCC has an excellent relationship with the geographic and population area it serves.	53.1	12.2	31.7	3.0
(47)10.	The caliber of instruction at SCCC is very good.	48.4	15.0	33.4	3.2
(48)11.	The facilities (classrooms, library, audio-visual equipment, laboratories, etc.) are very good at SCCC.	50.6	15.0	31.4	3.0
(49)12.	SCCC is attracting minority students in numbers which correspond positively with the percentage of minority population in Schenectady.	33.1	7.3	56.3	3.2
(50) 13.	SCCC has been growing at a satisfactory rate in size, reputation, and excellence to serve the needs of this area adequately.	60.7	8.8	27.5	2.8
(51) 14.	The presence of SCCC since 1969 has significantly improved Schenectady County and widened educational choice in the Capital District.	73.1	4.4	19.8	2.6
(52) 15.	SCCC presents a helpful and non-threatening image to older students entering college for the first time or re-entering after several years out.	75.6	4.4	17.0	3.0
(53) 16.	SCCC's professional staff and support staff are generally pleasant, efficient, and helpful to the public.	66.6	6.5	23.8	3.0

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HOW WELL IS SCHENECTADY COUNTY COMMUNITY COLLEGE SERVING THE COMMUNITY? ITEMS 38 - 53

The responses to these items were approached in two ways. When "no opinion" responses and blanks were removed, and "agree" responses were compared to the total of "agree" plus "disagree" responses, at least 75% of the responses were "agree" on every item by every sub-group surveyed. The number of "no opinion" responses was such that a comparison among "agree", "disagree", and "no opinion" was indicated. (See Figure 4.)

There was very strong agreement (over 75% of the total responses) that Schenectady County support SCCC with tax monies is a wise investment; that SCCC presents a helpful and non-threatening image to older residents entering college for the first time or re-entering after several years out; and that the presence of SCCC since 1969 has significantly improved Schenectady County and widened educational choice in the Capital District. These items had the lowest percentages of "no opinion" responses (6% average).

Two-thirds of the respondents agreed that SCCC's degree and certificate programs are in areas appropriate to the needs of the students and the community. The same percentage agree that SCCC's professional staff and support staff are generally pleasant, efficient, and helpful to the public.

Sixty percent agreed that SCCC has been growing at a satisfactory rate in size, reputation, and excellence to serve the needs of this area adequately.

Fifty percent of the respondents agreed that SCCC students speak well of their SCCC experience; that SCCC is a good place for new (and old) industries and businesses in the Capital District to go to for the planning and staffing of training programs; that SCCC has an excellent relationship with the geographic and population area it serves; that the caliber of instruction at SCCC is very good; and that the facilities (classrooms, library, audio-visual equipment, laboratories, etc.) are very good at SCCC.

Over 40% of the respondents agreed that parents of present and/or former students seem satisfied with their children's education at SCCC. Almost 50% had "no opinion".

The strongest disagreement, 20%, was registered on the statement that SCCC keeps the Capital District, especially Schenectady County, well informed about the College offerings and activities. Almost 60% felt that the area was kept well informed.

Almost sixty percent of the respondents indicated "no opinion" about employers' satisfaction with SCCC graduates' preparation in their fields.

Half of the respondents seemed to have no knowledge about wheelchair access to SCCC buildings.

Over half the respondents chose to register "no opinion" on the statement about the percentage of minority students at SCCC.

On the entire list of Satisfaction Items 38-53 the average percentage of responses was:

agree	55%
disagree	9%
no opinion	33%
blank	3%

The low percentage of disagreement indicates a very high degree of satisfaction among those indicating an opinion of SCCC's services in the areas listed. The fact that one-third of the respondents on average had no opinion on any one item (mean = 32.9%; median = 31.5%) is evidence that many of the individuals surveyed feel uninformed about significant parts of SCCC's services. Whether these numbers are responses from a largely uninformed group or from a much larger group whose members are familiar with some but not all of the College's services, the implications for more effective communication from the College are clear.

The Satisfaction items 38-53 were positive statements regarding perceptions which the College would want to have widespread in its service area, particularly within Schenectady County. The strong percentage of "agree" responses may indicate both agreement with the statements and with the appropriateness of these concerns on the part of the College.

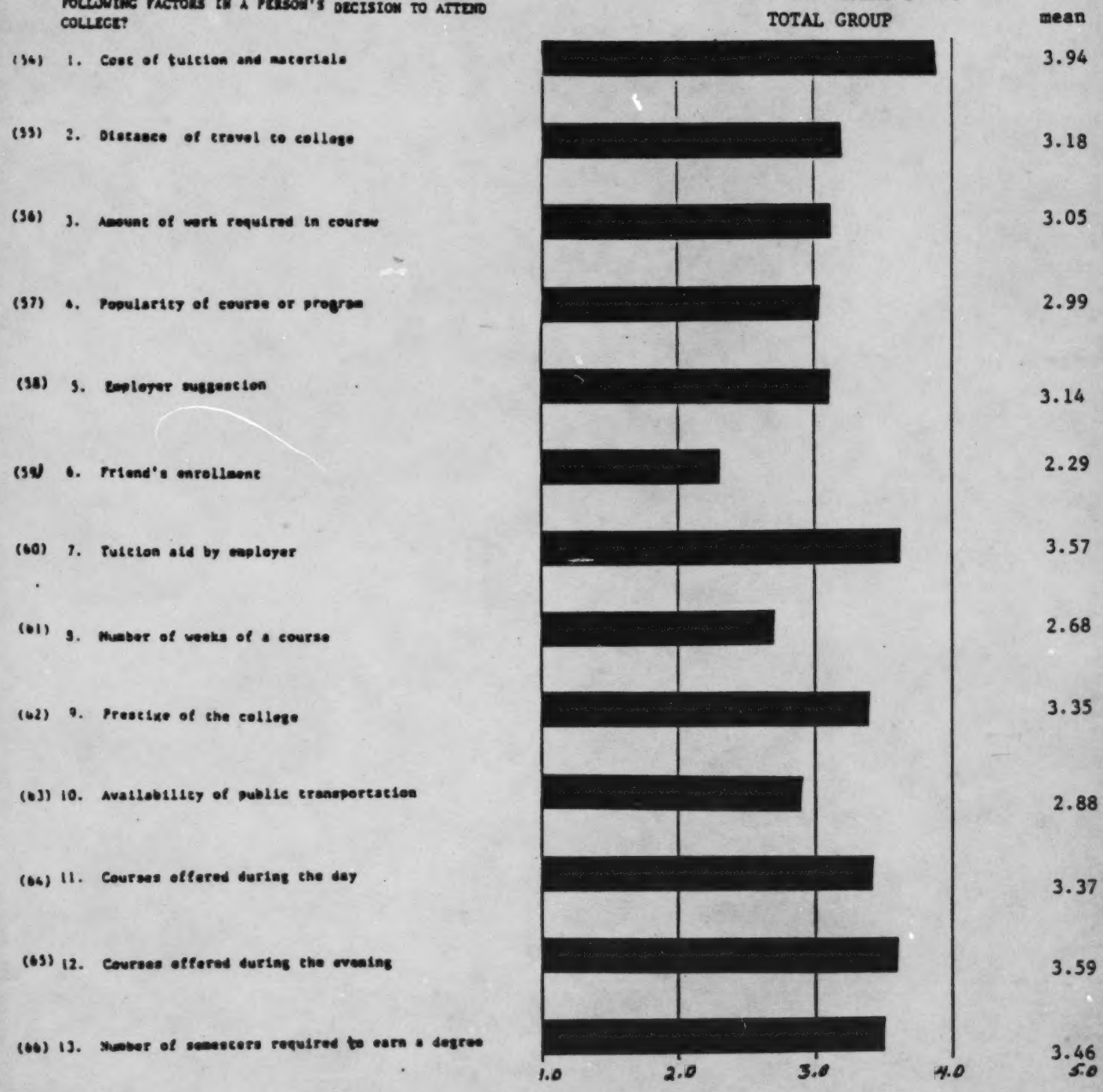
The percentage of blanks and "no opinion" responses was higher for the Satisfaction items than for the other sets of questions in the survey. It is to be expected that some respondents would feel they had no basis for rendering judgment on some of these items and, therefore, would not answer. The actual percentages of "no opinion" responses presents a challenge to the College.

WHAT ARE IMPORTANT FACTORS IN A PERSON'S
DECISION TO ATTEND COLLEGE?

FIGURE 5

MEANS OF RESPONSES ON COLLEGE ATTENDANCE DECISION ITEMS 54-76

I. IN YOUR OPINION, OF HOW MUCH IMPORTANCE ARE THE FOLLOWING FACTORS IN A PERSON'S DECISION TO ATTEND COLLEGE?


TOTAL GROUP
mean
(54) 1. Cost of tuition and materials 3.94
(55) 2. Distance of travel to college 3.18
(56) 3. Amount of work required in course 3.05
(57) 4. Popularity of course or program 2.99
(58) 5. Employer suggestion 3.14
(59) 6. Friend's enrollment 2.29
(60) 7. Tuition aid by employer 3.57
(61) 8. Number of weeks of a course 2.68
(62) 9. Prestige of the college 3.35
(63) 10. Availability of public transportation 2.88
(64) 11. Courses offered during the day 3.37
(65) 12. Courses offered during the evening 3.59
(66) 13. Number of semesters required to earn a degree 3.46
1.0
2.0
3.0
4.0
5.0

Mean scores are shown after each item.

Standard deviations for those items range from .90 to 1.22

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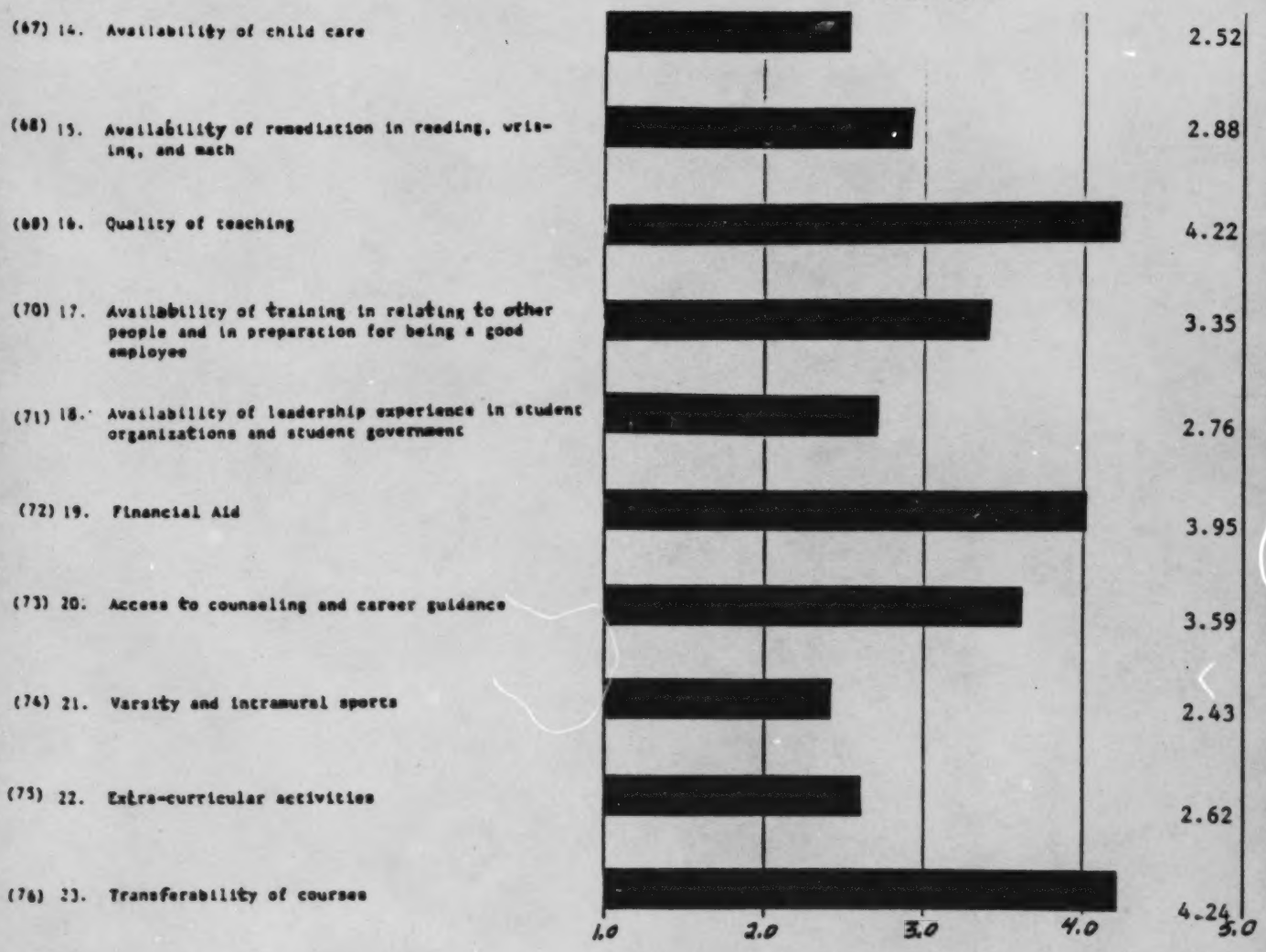
FIGURE 5 continued

MEANS OF RESPONSES ON COLLEGE ATTENDANCE DECISION ITEMS 54 - 76
TOTAL GROUP

I. IN YOUR OPINION, OF HOW MUCH IMPORTANCE ARE THE FOLLOWING FACTORS IN A PERSON'S DECISION TO ATTEND COLLEGE?



Mean scores are shown after each item.

Standard deviations for those items range from .90 to 1.22

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TABLE VI

I. IN YOUR OPINION, OF HOW MUCH IMPORTANCE ARE THE FOLLOWING FACTORS IN A PERSON'S DECISION TO ATTEND COLLEGE?

RELATIVE FREQUENCIES (%) N = 1268

		0	1	2	3	4	5
(54)	1. Cost of tuition and materials	1.81	1.81	4.81	21.14	39.9	30.52
(55)	2. Distance of travel to college	2.21	3.47	15.93	45.43	25.08	7.89
(56)	3. Amount of work required in course	3.23	6.78	22.63	35.73	22.48	9.15
(57)	4. Popularity of course or program	3.94	13.56	18.77	29.10	24.61	10.02
(58)	5. Employer suggestion	8.60	9.38	14.91	30.36	27.05	9.62
(59)	6. Friend's enrollment	9.23	28.63	23.97	23.74	11.67	2.76
(60)	7. Tuition aid by employer	7.49	7.73	8.52	20.66	34.23	21.37
(61)	8. Number of weeks of a course	3.94	15.69	26.97	32.02	15.22	6.15
(62)	9. Prestige of the college	3.94	6.31	9.86	35.41	32.89	11.59
(63)	10. Availability of public transportation	7.18	14.27	20.35	29.57	19.64	8.99
(64)	11. Courses offered during the day	5.68	8.12	8.91	31.23	31.70	14.35
(65)	12. Courses offered during the evening	3.47	5.28	10.02	25.08	34.46	21.61
(66)	13. Number of semesters required to earn a degree	4.57	5.13	10.73	29.57	34.78	15.22

0 = No Opinion
1 = No Importance
2 = Low Importance
3 = Medium Importance
4 = High Importance
5 = Extreme Importance

COLLEGE ATTENDANCE DECISION ITEMS 54-76

TOTAL GROUP

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TABLE VI continued

I. IN YOUR OPINION, OF HOW MUCH IMPORTANCE ARE THE FOLLOWING FACTORS IN A PERSON'S DECISION TO ATTEND COLLEGE?	RELATIVE FREQUENCIES (%) 0	1	2	3	4	5	N =1268
(67) 14. Availability of child care	16.72	21.45	20.74	23.42	11.36	6.31	
(68) 15. Availability of remediation in reading, writing, and math	9.94	14.35	20.11	27.21	18.69	9.70	
(69) 16. Quality of teaching	3.31	1.26	3.47	12.54	34.54	44.87	
(70) 17. Availability of training in relating to other people and in preparation for being a good employee	5.84	5.91	14.98	29.34	28.47	15.46	
(71) 18. Availability of leadership experience in student organizations and student government	8.20	14.27	27.13	28.55	15.38	6.39	
(72) 19. Financial Aid	3.23	4.65	5.60	16.48	33.12	36.83	
(73) 20. Access to counseling and career guidance	2.68	5.13	9.62	26.03	35.65	20.90	
(74) 21. Varsity and intramural sports	10.25	20.27	26.18	30.84	9.23	3.25	
(75) 22. Extra-curricular activities	9.23	16.25	23.58	34.54	11.67	4.73	
(76) 23. Transferability of courses	2.68	1.58	3.00	12.46	33.83	46.45	

0 = No Opinion
1 = No Importance
2 = Low Importance
3 = Medium Importance
4 = High Importance
5 = Extreme Importance

COLLEGE ATTENDANCE DECISION ITEMS 54-76

TOTAL GROUP

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WHAT ARE IMPORTANT FACTORS IN A PERSON'S DECISION TO ATTEND COLLEGE? ITEMS 54-76

The four factors ranked highest in the respondents' opinions concerning a person's decision to attend college were:

1. the transferability of courses,
2. the quality of teaching,
3. the availability of financial aid, and
4. the cost of tuition and materials.

These factors are not specific to attendance at community colleges. The central question for this group of items was phrased to encourage responses concerning the decision to attend any college. The decision to attend college may precede the decision that the college attended will be a community college.

Three factors which may encourage attendance at a community college were ranked of more than medium importance:

5. courses offered during the evening,
8. the number of semesters required for earning a degree, and
12. the distance of travel to college.

Other items perceived of medium or more importance in a person's decison to attend college w re:

6. access to counseling and career guidance,
7. tuition aid from employer,
9. courses offered during the day,
10. prestige of the college ,
11. availability of training in relating to other people and in preparation for being a good employee,
13. suggestion by employer,

14. the amount of work required in a course,

15. the popularity of a course or program.

The availability of child care, varsity and intramural sports, and a friend's enrollment at the college were ranked lowest by the total group.

When the sub-population responses are compared, there are similarities and differences which may be helpful in the College's planning.

Two factors in a person's decision to attend college elicited group and total means of over 4.0, high importance:

(76) tranferability of courses (4.24);

(69) quality of teaching (4.22).

A friend's enrollment (59) was ranked lowest overall (2.29).

SCCC students assigned more importance to some factors than did the other groups:

(56) amount of work required in a course (3.26);

(65) courses offered during the evening (3.70);

(60) number of semesters required to earn a degree (3.41);

(69) quality of teaching (4.34);

(70) availability of training in relating to other people and in preparation for being a good employee (3.45);

(76) transferability of courses (4.26).

SCCC staff assigned more importance to these factors than did the other groups:

(63) availability of public transportation (3.17);

(64) courses offered during the day (3.58);

(67) availability of child care (2.71);

(68) availability of remediation in reading, writing, and math;

(71) availability of leadership experience in student organizations and student government (2.84);

(73) access to counseling and career guidance (3.68).

The high-school professionals produced higher means on these items than did the other groups:

(54) cost of tuition and materials (4.10);

(56) popularity of course or program (2.83);

(59) friend's enrollment (2.78);

(62) prestige of the college (3.63);

(72) financial aid (4.30);

(74) varsity and intramural sports (2.88).

The selected organizations group assigned more importance to two items than did the other group:

(58) attendance suggested by employer (3.35);

(60) tuition paid by employer (3.74).

The responses from the high school professionals were in a somewhat more traditional mode than the responses from SCCC students, many of whom were in contact with high school counselors when the decision to attend college was being made. The SCCC staff were more aware of the importance of the availability of remediation instruction than were the other groups. The perceptions of the SCCC students and SCCC staff might usefully be communicated to high school professionals and to the community at large.

Comparisons of the total group and sub-population responses with service priorities and mission statement of SCCC may be very helpful in determining approaches to be used in promoting new programs and services by the College.

What may at first seem to be surprisingly similar responses from the four population sub-groups may not be surprising at all when read in the context of the function and constituency of a community college. Community college students may be either sex, any age, unemployed, employees full-time or part-time, students with some college background, students who are returning after leaving formal education some time ago, etc. Each of the four population sub-groups has a particular separate identification useful in this study, but the characteristics mentioned for students may be present in all of the groups.

PART IV SUMMARY

PART IV SUMMARY

Schenectady County Community College, in common with the other community colleges in the State University of New York system, is based on three broad commitments: to provide two-year associate degrees which are accepted at four-year colleges as the first two years of a baccalaureate degree; to provide two-year degrees and and certificates which prepare students to enter employment directly; and to provide a range of appropriate services to the community. These priorities were ranked among the highest for the College in the expectations of the surveyed community.

Quality of offerings and transferability of courses to four-year colleges are the concerns of greatest importance identified in the survey. They are both the most important expectations with respect to SCCC and the most important considerations in the decision to attend college anywhere. The strong importance assigned to transferability to four-year colleges and the high importance assigned to the offering of two-year degrees and certificates preparing students for immediate entry into employment considered together could be interpreted as support for increasing the number and variety of articulation agreements in specific career areas between SCCC and appropriate four-year colleges.

Strong support is shown for degree and certificate programs in career areas. The new areas favored for expansion are exactly the areas in which SCCC is developing new degree programs -- computer science, data processing, and industrial technologies. Health-related programs, rated high also, are being considered by the College. Concern for quality and the support for new programs in expanding career fields are consistent with the emphasis on economic considerations shown by the selected community organizations. Students who are well-trained in skill areas in which jobs are available will be assests to the community. Economic concerns ranked high on the survey: financial aid for students in school, degrees and certificate programs in expanding career areas, and job placement services. The indication that many people do not know how satisfied employers are with SCCC graduates gives the College good reason for wider dissemination of the placement and job retention data which the Office of Job Placement and Career Development has developed.

The SUNY emphasis on community services matches the high priority shown by the survey respondents for SCCC's offering courses for businesses and industries at their locations and developing special seminars and workshops for business and industry. Appropriately increased activity in these areas by SCCC should be well received.

Lower ratings on the "open admissions" items and "remediation" items may reflect a traditional attitude toward college attendance

as an exclusive activity rather than a inclusive one. Other non-traditional dimensions closely associated with community colleges have won not only acceptance but approbation. Two of these are part-time study, day and evening, and college attendance by older, so-called "returning" students. The acceptance of these concepts has certainly been assisted by their demonstrated benefits to the community and to the individuals involved. Semantically, "open admissions" and "remediation" may not produce clear, positive reactions for some people in the community, whereas the services themselves, identified differently, are attractive to them. SCCC can cite numerous success stories as well as philosphical conviction to support both activites. The message needs to reach the wider community.

One of the limitations in using any system for rating importance or demand is that the ratings on any item are relative and averaged, not absolute and individual. A "moderate importance" rating may derive from almost 100% of the respondents marking "moderate importance;" it may be the average of some "high importance" scores and some "low importance" scores; or it may reflect a combination of a few extreme scores in one direction which pull a larger number of more closely grouped scores. The standard deviation on any particular item gives a measure of this distribution. Standard deviations on all items in the survey are available in the Office of Institutional Research.

In some areas such as "open admissions," the College might well do further research to determine more particularly what its assigned importance, low in relation to other items, really means. A similar exploration could provide illumination of the relatively low importance seen for the expansion of cultural offerings at the College to the community and the increased availability of SCCC facilities to groups in the community. These items are, of course, very important to some groups, and it would be a mistake to assume that a relatively low total rating means that an item has no importance or significance worth investigating further.

The 1982 Schenectady County Community College Needs Assessment Survey certainly should not be read as a "go-no go" document. It does, however, provide considerable information about how 1268 respondents currently view SCCC on the surveyed items. There are indications of stronger respondent concern for certain items than SCCC institutionally currently assigns to them, e.g., transferability of courses. There are also areas where the College's priorities are not those ranked highest by the respondents, e.g., open admissions.

The broad questions asked and the individual items listed were apparently seen as appropriate concerns for the College in fulfilling the current expectations of the surveyed parts of the community. No expectation item was ranked as low in importance, and at least moderate demand was seen for all of the suggested new services except

more radio and newspaper advertising and foreign study. It may well be that the content of the survey itself was reassuring to the respondents.

The number of responses to the rather long questionnaire was greater than the literature had suggested could be expected, and the response was large enough to justify generalizing for the surveyed sub-populations. The indications of approval were very clear in the more abstract and objective questions, the expectations and new services items. In the subjective questions, the satisfaction items, the number of responses indicating agreement to the positive statements about the College was never less than two and a half times the number of disagreement responses. The number of "no opinion" responses on the satisfaction items ran as high as 50% on some items. In the thirteen years of its existence SCCC has begun to grow its own knowledgeable constituency of alumni/ae in Schenectady and environs, but most adults in the community, even the groups assumed to be well-informed about the community, may still be much more familiar and comfortable with traditional college entrance requirements, curricula, and degrees. They may support the idea of the community college as an institution but know little about selected aspects of programs and services at SCCC. The "no opinion" responses can be a challenge to the College as it plans future public relations efforts.

It is clear from the survey that Schenectady County Community College is doing many things which the community expects from the College: two-year transfer degrees, two-year career degrees, certificate programs, job placement, community service activities, etc. It is also clear that a thought-provoking percentage of the community as surveyed does not know that these services are being performed or chose not to express an opinion on how well they are being done.

The Community Needs Assessment data can be looked at in many ways. This report deals largely with the total group responses. Sub-population group data, alone or compared to another sub-population group or groups, may yield useful information and/or direction for further inquiry. All of the data on sub-populations are available in the Office of Institutional Research. Also, particular items taken together may be revealing. For example, the Office of Admissions may be particularly interested in the responses from the high school professionals. The SCCC faculty may wish to explore the "caliber of instruction" responses. The SCCC student responses may have implications for Student Services people. Respondents inside SCCC can be compared with respondents outside the College. These and many other analyses can be performed as needed and appropriate to planning activities. This report, instead of symbolizing the end of a study, may more accurately signal the beginning of its usefulness.

APPENDIX A COMMUNITY NEEDS ASSESSMENT SURVEY QUESTIONNAIRE

SCHENECTADY COUNTY COMMUNITY COLLEGE
Washington Avenue
Schenectady, New York 12305

Office of
the President

Telephone
518-346-6211

M E M O R A N D U M

December 1, 1981

To: Members of the Business, Education and Civic Community of Schenectady County

Consider the wisdom of Abraham Lincoln when he asserted that "if we could first know where we are, and whither we are tending, we could better judge what to do and how to do it." It is in that context that Schenectady County Community College has embarked on a planning program that aims to create an atmosphere to enable each functional unit to examine its present operations, to state long and short range goals, and to project its self-image.

Ideally, this is to be accomplished through the cooperative efforts of the administration, faculty, staff and students. Realistically, this task can be enhanced in the environment of the contemporary community college if it also involves pertinent elements of the community that we serve. Through the creative involvement of all pertinent constituents, the accountability and credibility of the College's programs will be increased.

We are requesting your assistance in our planning efforts by completing the attached needs assessment instrument. The instrument was developed through the cooperative efforts of college officials and an ad hoc citizens committee. We estimate that it should not require any more than ten minutes to complete the form.

Because this mailing is just preceding the holiday mail rush, we ask your cooperation by returning the form in the self-addressed envelope as quickly as possible.

The pillars of efficiency are systematically organized information, careful budgeting and long range planning. We need your help to insure the relevance of our planning activities.

Sincerely,

Wright L. Lassiter, Jr.
President

COMMUNITY NEEDS ASSESSMENT SURVEY 1981

I. IN YOUR OPINION, OF HOW MUCH IMPORTANCE ARE THE FOLLOWING FACTORS IN A PERSON'S DECISION TO ATTEND COLLEGE?

Please circle the number which indicates your opinion of the importance of each item.

0 = No Opinion
1 = No Importance
2 = Low Importance
3 = Medium Importance
4 = High Importance
5 = Extreme Importance

1.	Cost of tuition and materials.	0	1	2	3	4	5	(54)
2.	Distance of travel to college	0	1	2	3	4	5	(55)
3.	Amount of work required in course	0	1	2	3	4	5	(56)
4.	Popularity of course or program	0	1	2	3	4	5	(57)
5.	Employer suggestion	0	1	2	3	4	5	(58)
6.	Friend's enrollment	0	1	2	3	4	5	(59)
7.	Tuition aid by employer.	0	1	2	3	4	5	(60)
8.	Number of weeks of a course	0	1	2	3	4	5	(61)
9.	Prestige of the college.	0	1	2	3	4	5	(62)
10.	Availability of public transportation	0	1	2	3	4	5	(63)
11.	Courses offered during the day	0	1	2	3	4	5	(64)
12.	Courses offered during the evening	0	1	2	3	4	5	(65)
13.	Number of semesters required to earn a degree	0	1	2	3	4	5	(66)
14.	Availability of child care.	0	1	2	3	4	5	(67)
15.	Availability of remediation in reading, writing, and math	0	1	2	3	4	5	(68)
16.	Quality of teaching	0	1	2	3	4	5	(69)
17.	Availability of training in relating to other people and in preparation for being a good employee	0	1	2	3	4	5	(70)
18.	Availability of leadership experiences in student organizations and student government.	0	1	2	3	4	5	(71)
19.	Financial aid	0	1	2	3	4	5	(72)
20.	Access to counseling and career guidance	0	1	2	3	4	5	(73)
21.	Varsity and intramural sports.	0	1	2	3	4	5	(74)
22.	Extra-curricular activities	0	1	2	3	4	5	(75)
23.	Transferability of courses.	0	1	2	3	4	5	(76)

COMMENTS: _____

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1981 CNAS

II. WHAT DOES THE COMMUNITY EXPECT FROM SCHENECTADY COUNTY COMMUNITY COLLEGE?

Please circle the number which reflects your opinion of the importance of each item to Schenectady. There is space at the bottom of the page for your comments.

0 = Don't know; no basis for evaluation
1 = No importance
2 = Low importance
3 = Medium importance
4 = High importance
5 = Extreme importance

1. Acceptance of all high school graduates who apply.....0 1 2 3 4 5 (11)

2. Acceptance of non-high school graduates with assurance that they can obtain the background courses they need for entrance into their desired program.....0 1 2 3 4 5 (12)

3. Offering certificates and two-year degrees transferable to four-year colleges and expanding transfer agreements with public and private four-year colleges.....0 1 2 3 4 5 (13)

4. Offering certificates and two-year degrees preparing students primarily for work in particular vocational fields.....0 1 2 3 4 5 (14) (Give us your suggestions below.)

5. Offering courses, perhaps without college credit, for people who want to upgrade and update their present vocational skills and knowledge.....0 1 2 3 4 5 (15) (Give us your suggestions below.)

6. Counseling and career guidance availability for all students, including older students, part-time students, evening students, etc.....0 1 2 3 4 5 (16)

7. Cooperation with area high schools and Boards of Cooperative Educational Services (BOCES) to help students make an easy transition from high school to Schenectady County Community College.....0 1 2 3 4 5 (17)

8. Using sites off campus as satellite locations for classrooms.....0 1 2 3 4 5 (18)

9. Maintaining course content and standards to assure their transferability to other colleges in appropriate fields.....0 1 2 3 4 5 (19)

10. Expansion of cultural offerings to the community, such as plays, concerts, lectures, etc. (Give us your suggestions below.).....0 1 2 3 4 5 (20)

11. Increased availability of SCCC facilities to community groups.....0 1 2 3 4 5 (21)

12. Offering non-credit courses, seminars, and workshops for self-improvement, personal interest, and professional development. (Give us your suggestions below.).....0 1 2 3 4 5 (22)

13. Job placement services for graduates and current students.....0 1 2 3 4 5 (23)

Comments: _____

_____

_____

_____

III. IN YOUR OPINION, WHAT DEMAND IS THERE IN THE COMMUNITY FOR NEW OR INTENSIFIED SERVICES FROM SCHENECTADY COUNTY COMMUNITY COLLEGE?

Please circle the number which reflects your opinion of the degree of demand. Also, please give us your specific suggestions in the comment section at the bottom of the page.

0 = No Opinion
1 = No Demand
2 = Low Demand
3 = Moderate Demand
4 = Large Demand
5 = Very Large Demand

1. Increased number of general interest, self-development, and skills improvement courses whose fees pay the total cost of the course 0 1 2 3 4 5 (24)

2. Industry-related and/or business-related courses taught off-campus at sites convenient to the students and employers involved. 0 1 2 3 4 5 (25)

3. A Week-End College program planned so that selected degrees can be earned through classes on Friday evenings, Saturdays, and/or Sundays. . 0 1 2 3 4 5 (26)

4. Assessment for college credit of learning from life experience. 0 1 2 3 4 5 (27)

5. Opportunities for SCCC students to study abroad for a semester. 0 1 2 3 4 5 (28)

6. Requirement of foreign language study in degrees which transfer to four-year colleges. 0 1 2 3 4 5 (29)

7. Special seminars and workshops for business and industry, small business owners, and other professionals. 0 1 2 3 4 5 (30)

8. New programs in industrial technologies with demonstrated demand for two-year graduates. 0 1 2 3 4 5 (31)

9. Degree and certificate programs in computer and data-processing areas 0 1 2 3 4 5 (32)

10. Health-related degree and certificate programs. 0 1 2 3 4 5 (33)

11. Individually designed degree programs 0 1 2 3 4 5 (34)

12. Once-a-year area-wide mailings about SCCC to all households 0 1 2 3 4 5 (35)

13. More advertising on radio 0 1 2 3 4 5 (36)

14. More advertising in newspapers. 0 1 2 3 4 5 (37)

COMMENTS: _____

_____

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_____

1981 CNAS

IV. IN YOUR OPINION, HOW WELL IS SCHENECTADY COUNTY COMMUNITY COLLEGE SERVING THE COMMUNITY?

Please circle the number which indicates the degree to which you agree with the statements below. There is space below for your comments.

1 = agree
2 = disagree
3 = no opinion

1. SCCC's degree and certificate programs are in areas appropriate to the needs of the students and the community. 1 2 3 (38)

2. SCCC students speak well of their experience at the college. 1 2 3 (39)

3. Parents of present and/or former students seem satisfied with their children's education at SCCC 1 2 3 (40)

4. Employers find SCCC graduates well qualified in their fields. 1 2 3 (41)

5. SCCC provides good access for students in wheelchairs. 1 2 3 (42)

6. SCCC is a good place for new (and old) industries and businesses in the Capital District to go to for the planning and staffing of training programs 1 2 3 (43)

7. The Schenectady County support of SCCC with tax monies is a wise investment 1 2 3 (44)

8. SCCC keeps the Capital District, especially Schenectady County, well informed about the college offerings and activities. 1 2 3 (45)

9. SCCC has an excellent relationship with the geographic and population area it serves. 1 2 3 (46)

10. The caliber of instruction at SCCC is very good. 1 2 3 (47)

11. The facilities (classroom, library, audio-visual equipment, laboratories, etc.) are very good at SCCC 1 2 3 (48)

12. SCCC is attracting minority students in numbers which correspond positively with the percentage of minority population in Schenectady 1 2 3 (49)

13. SCCC has been growing at a satisfactory rate in size, reputation, and excellence to serve the needs of this area adequately. 1 2 3 (50)

14. The presence of SCCC since 1969 has significantly improved Schenectady County and widened educational choice in the Capital District. 1 2 3 (51)

15. SCCC presents a helpful and non-threatening image to older students entering college for the first time or re-entering after several years out. 1 2 3 (52)

16. SCCC's professional staff and support staff are generally pleasant, efficient, and helpful to the public 1 2 3 (53)

COMMENTS: _____

_____

_____

(1-5)

V. GENERAL INFORMATION

The questions below are asked to obtain general information about the individuals like yourself who are completing this survey. Please check the one statement in each category which is most nearly descriptive of you.

1. What is your age group?

_____ a. 20 years or less
_____ b. 21-35 years
_____ c. 36-50 years
_____ d. 51-65 years
_____ e. over 65 years (6)

2. What is the level of your formal education?

_____ a. less than high school graduation
_____ b. high school graduate
_____ c. some college, but not a graduate
_____ d. two-year or four-year college graduate
_____ e. masters' degree or higher (7)
_____ f. other formal education or training

3. What is your occupational category? (If you are retired, indicate the category which was appropriate before you retired.)

_____ a. professional
_____ b. managerial-supervisory
_____ c. clerical
_____ d. technical
_____ e. laborer (8)
_____ f. home-maker full-time
_____ g. full-time student
_____ h. other (specify) _____

4. Have you or members of your immediate family attended SCCC as a student?

_____ a. yes
_____ b. no (9)

5. Have you visited the SCCC campus in any capacity other than as a student?

_____ a. yes
_____ b. no (10)

1981 CNAS

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APPENDIX B TABLES AND BAR CHARTS OF RESPONSES FROM THE FOUR SUB-POPULATIONS AND THE TOTAL GROUP

II. WHAT DOES THE COMMUNITY EXPECT FROM SCHENECTADY COUNTY COMMUNITY COLLEGE?	ABSOLUTE FREQUENCIES						RELATIVE FREQUENCIES (%) N = 1268					
	0	1	2	3	4	5	0	1	2	3	4	5
(11) 1. Acceptance of all high school graduates who apply.	144	173	237	317	259	137	11.36	13.64	18.69	25.00	20.43	10.80
(12) 2. Acceptance of non-high school graduates with assurance that they can obtain the background courses they need for entrance into their desired program.	153	123	202	363	320	106	12.07	9.70	15.93	28.63	25.24	8.36
(13) 3. Offering certificates and two-year degrees transferable to four-year colleges and expanding transfer agreements with public and private four-year colleges.	49	8	23	94	452	641	3.86	0.63	1.81	7.41	35.65	50.55
(14) 4. Offering certificates and two-year degrees preparing students primarily for work in particular vocational fields.	76	12	38	205	531	405	5.99	0.95	3.00	16.17	41.88	31.94
(15) 5. Offering courses, perhaps without college credit, for people who want to upgrade and update their present vocational skills and knowledge.	82	40	93	362	445	245	6.47	3.15	7.33	28.55	35.09	19.32
(16) 6. Counseling and career guidance availability for all students, including older students, part-time students, evening students, etc.	47	30	74	273	483	360	3.71	2.37	5.84	21.53	38.09	28.39
(17) 7. Cooperation with area high schools and Boards of Cooperative Educational Services (BOCES) to help students make an easy transition from high school to Schenectady County Community College.	89	54	106	331	445	242	7.02	4.26	8.36	26.10	35.09	19.09
(18) 8. Using sites off campus as satellite locations for classrooms.	139	134	226	389	273	106	10.96	10.57	17.82	30.68	21.53	8.36
(19) 9. Maintaining course content and standards to ensure their transferability to other colleges in appropriate fields.	46	9	27	103	452	629	3.63	0.71	2.13	8.12	35.65	49.61
(20) 10. Expansion of cultural offerings to the community, such as plays, concerts, lectures, etc.	114	136	241	428	226	121	8.99	10.73	19.01	33.75	17.82	9.54
(21) 11. Increased availability of SCCC facilities to community groups.	140	119	233	475	226	74	11.04	9.38	18.38	37.46	17.82	5.84
(22) 12. Offering non-credit courses, seminars, and workshops for self-improvement, personal interest, and professional development	109	75	186	408	323	165	8.60	5.91	14.67	32.18	24.47	13.01
(23) 13. Job placement services for graduates and current students	68	24	32	174	445	524	5.36	1.89	2.52	13.72	35.09	41.32

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0 - Don't know; no basis for evaluation
1 - No importance
2 - Low importance
3 - Medium importance
4 - High importance
5 - Extreme importance

ABSOLUTE AND RELATIVE FREQUENCIES - TOTAL EXPECTATIONS ITEMS 11-23

(11)	1.	(I. WHAT DOES THE COMMUNITY EXPECT FROM SCHENECTADY COUNTY COMMUNITY COLLEGE?)	ABSOLUTE FREQUENCIES 0	1	2	3	4	5	RELATIVE FREQUENCIES (%) 0	1	2	3	4	5	N = 577
(11)	1.	Acceptance of all high school graduates who apply	72	75	76	166	119	69	12.48	13.00	13.17	28.77	20.62	11.96	
(12)	2.	Acceptance of non-high school graduates with assurance that they can obtain the background courses they need for entrance into their desired program.	70	59	77	185	130	56	12.13	10.23	13.34	32.06	22.53	9.71	
(13)	3.	Offering certificates and two-year degrees transferable to four-year colleges and expanding transfer agreements with public and private four-year colleges.	24	3	18	49	180	303	4.16	0.52	3.12	8.49	31.20	52.51	
(14)	4.	Offering certificates and two-year degrees preparing students primarily for work in particular vocational fields.	37	8	19	106	222	185	6.41	1.39	3.29	18.37	38.47	32.06	
(15)	5.	Offering courses, perhaps without college credit, for people who want to upgrade and update their present vocational skills and knowledge.	47	28	51	151	191	109	8.15	4.85	8.84	26.17	33.10	18.89	
(16)	6.	Counseling and career guidance availability for all students, including older students, part-time students, evening students, etc.	26	21	34	111	202	183	4.51	3.64	5.89	19.24	35.01	31.72	
(17)	7.	Cooperation with area high schools and Boards of Cooperative Educational Services (BOCES) to help students make an easy transition from high school to Schenectady County Community College.	54	33	55	166	174	95	9.36	5.72	9.53	28.77	30.16	16.46	
(18)	8.	Using sites off campus as satellite locations for classrooms.	77	70	89	183	104	54	13.34	12.13	15.42	31.72	18.02	9.36	
(19)	9.	Maintaining course content and standards to assure their transferability to other colleges in appropriate fields.	26	7	16	62	206	260	4.51	1.21	2.77	10.75	35.70	45.06	
(20)	10.	Expansion of cultural offerings to the community, such as plays, concerts, lectures, etc.	63	82	99	182	90	61	10.92	14.21	17.16	31.54	15.60	10.57	
(21)	11.	Increased availability of SCCC facilities to community groups.	71	81	97	213	82	33	12.31	14.04	16.18	36.92	14.21	5.72	
(22)	12.	Offering non-credit courses, seminars, and workshops for self-improvement, personal interest, and professional development.	61	56	95	179	112	74	10.57	9.71	16.46	31.02	19.41	12.82	
(23)	13.	Job placement services for graduates and current students.	40	20	15	91	162	249	6.93	3.47	2.60	15.77	28.02	43.15	

0 = Don't know; no basis for evaluation
1 = No importance
2 = Low importance
3 = Medium importance
4 = High importance
5 = Extreme importance

ABSOLUTE AND RELATIVE FREQUENCIES - SCCC STUDENTS EXPECTATIONS ITEMS 11-23

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	11. WHAT DOES THE COMMUNITY EXPECT FROM SCHENECTADY COUNTY COMMUNITY COLLEGE?	Absolute Frequencies						Relative Frequencies (%)						N = 244
		0	1	2	3	4	5	0	1	2	3	4	5	
(11)	1. Acceptance of all high school graduates who apply.	26	23	46	51	64	34	10.66	9.43	18.85	20.90	26.28	13.93	
(12)	2. Acceptance of non-high school graduates with assurance that they can obtain the background courses they need for entrance into their desired program.	28	16	42	59	77	22	11.48	6.56	17.21	24.18	31.56	9.02	
(13)	3. Offering certificates and two-year degrees transferable to four-year colleges and expanding transfer agreements with public and private four-year colleges.	6	1	2	19	92	124	2.46	0.41	0.82	7.79	37.70	50.82	
(14)	4. Offering certificates and two-year degrees preparing students primarily for work in particular vocational fields.	9	3	5	38	100	89	3.69	1.23	2.05	15.57	40.98	36.48	
(15)	5. Offering courses, perhaps without college credit, for people who want to upgrade and update their present vocational skills and knowledge.	12	3	16	65	98	50	4.92	1.23	6.56	26.64	40.16	20.49	
(16)	6. Counseling and career guidance availability for all students, including older students, part-time students, evening students, etc.	6	1	16	48	96	77	2.46	0.41	6.56	19.67	39.34	31.56	
(17)	7. Cooperation with area high schools and Boards of Cooperative Educational Services (BOCES) to help students make an easy transition from high school to Schenectady County Community College.	16	5	16	64	83	66	6.56	2.05	6.56	26.23	34.02	24.59	
(18)	8. Using sites off campus as satellite locations for classrooms.	25	21	45	80	56	17	10.25	8.61	18.44	32.79	22.95	6.97	
(19)	9. Maintaining course content and standards to assure their transferability to other colleges in appropriate fields.	4	1	4	17	87	130	1.64	0.41	1.64	6.97	35.66	53.28	
(20)	10. Expansion of cultural offerings to the community, such as plays, concerts, lectures, etc.	17	10	46	79	62	29	6.97	4.10	18.85	32.38	25.41	11.89	
(21)	11. Increased availability of SCCC facilities to community groups.	25	11	43	89	57	19	10.25	4.51	17.62	36.48	23.36	7.79	
(22)	12. Offering non-credit courses, seminars, and workshops for self-improvement, personal interest, and professional development.	18	6	26	69	86	38	7.38	2.46	10.66	28.28	35.25	15.57	
(23)	13. Job placement services for graduates and current students.	9	2	4	26	90	113	3.69	0.82	1.64	10.66	36.89	46.31	

0 = Don't know; no basis for evaluation
1 = No importance
2 = Low importance
3 = Medium importance
4 = High importance
5 = Extreme importance

ABSOLUTE AND RELATIVE FREQUENCIES - SCCC STAFF

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II. WHAT DOES THE COMMUNITY EXPECT FROM SCHENECTADY COUNTY COMMUNITY COLLEGE?

			Absolute Frequencies						Relative Frequencies (%)						
			0	1	2	3	4	5	0	1	2	3	4	5	N = 185
(11)	1.	Acceptance of all high school graduates who apply	18	19	41	48	39	19	9.73	10.27	22.16	25.95	21.08	10.27	
(12)	2.	Acceptance of non-high school graduates with assurance that they can obtain the background courses they need for entrance into their desired program.	19	16	28	54	53	14	10.27	8.65	15.14	29.19	28.65	7.57	
(13)	3.	Offering certificates and two-year degrees transferable to four-year colleges and expanding transfer agreements with public and private four-year colleges.	11	1	1	10	65	96	5.95	0.54	0.54	5.41	35.14	51.89	
(14)	4.	Offering certificates and two-year degrees preparing students primarily for work in particular vocational fields.	15	0	3	29	80	57	8.11	0	1.62	15.68	43.24	30.81	
(15)	5.	Offering courses, perhaps without college credit, for people who want to upgrade and update their present vocational skills and knowledge.	14	4	9	61	55	41	7.57	2.16	4.86	32.97	29.73	22.16	
(16)	6.	Counseling and career guidance availability for all students, including older students, part-time students, evening students, etc.	8	3	5	37	92	39	4.32	1.62	2.70	20.00	49.73	21.08	
(17)	7.	Cooperation with area high schools and Boards of Cooperative Educational Services (BOCES) to help students make an easy transition from high school to Schenectady County Community College.	8	4	10	45	74	43	4.32	2.16	5.41	24.32	40.00	23.24	
(18)	8.	Using sites off campus as satellite locations for classrooms.	16	11	25	60	53	19	8.65	5.95	13.51	32.43	28.65	10.27	
(19)	9.	Maintaining course content and standards to assure their transferability to other colleges in appropriate fields.	8	0	5	9	60	102	4.32	0	2.70	4.86	32.43	55.14	
(20)	10.	Expansion of cultural offerings to the community, such as plays, concerts, lectures, etc.	17	7	26	80	38	16	9.19	3.78	14.05	43.24	20.54	8.65	
(21)	11.	Increased availability of SCCC facilities to community groups.	23	5	24	88	35	9	12.43	2.70	12.97	47.57	18.92	4.86	
(22)	12.	Offering non-credit courses, seminars, and workshops for self-improvement, personal interest, and professional development.	18	2	21	68	53	22	9.73	1.08	11.35	36.76	28.65	11.89	
(23)	13.	Job placement services for graduates and current students.	10	0	2	13	85	74	5.41	0	1.08	7.03	45.95	40.00	

0 = Don't know; no basis for evaluation
1 = No importance
2 = Low importance
3 = Medium importance
4 = High importance
5 = Extreme importance

ABSOLUTE AND RELATIVE FREQUENCIES - HIGH SCHOOL RELATED GROUP

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	II. WHAT DOES THE COMMUNITY EXPECT FROM SCHENECTADY COUNTY COMMUNITY COLLEGE?	Absolute Frequencies						Relative Frequencies (%)						N = 266
		0	1	2	3	4	5	0	1	2	3	4	5	
(11)	1. Acceptance of all high school graduates who apply	32	56	74	52	37	15	12.03	21.05	27.82	19.55	13.91	5.64	
(12)	2. Acceptance of non-high school graduates with assurance that they can obtain the background courses they need for entrance into their desired program.	40	32	55	65	60	14	15.04	12.03	20.68	24.44	22.56	5.26	
(13)	3. Offering certificates and two-year degrees transferable to four-year colleges and expanding transfer agreements with public and private four-year colleges.	12	3	2	16	115	118	4.51	1.13	0.75	6.02	43.23	44.36	
(14)	4. Offering certificates and two-year degrees preparing students primarily for work in particular vocational fields.	19	1	11	32	129	74	7.14	0.38	4.14	12.03	48.50	27.82	
(15)	5. Offering courses, perhaps without college credit, for people who want to upgrade and update their present vocational skills and knowledge.	13	5	17	85	101	45	4.89	1.88	6.39	31.95	37.97	16.92	
(16)	6. Counseling and career guidance availability for all students, including older students, part-time students, evening students, etc.	11	5	19	77	93	61	4.14	1.88	7.14	28.95	34.96	22.93	
(17)	7. Cooperation with area high schools and Boards of Cooperative Educational Services (BOCES) to help students make an easy transition from high school to Schenectady County Community College.	15	12	25	56	114	44	5.64	4.51	9.40	21.05	42.86	16.54	
(18)	8. Using sites off campus as satellite locations for classrooms.	25	32	67	66	60	16	9.40	12.03	25.19	24.81	22.56	6.02	
(19)	9. Maintaining course content and standards to assure their transferability to other colleges in appropriate fields.	12	1	2	15	99	137	4.51	0.38	0.75	5.64	37.22	51.50	
(20)	10. Expansion of cultural offerings to the community, such as plays, concerts, lectures, etc.	21	37	70	87	36	15	7.89	13.91	26.32	32.71	13.53	5.64	
(21)	11. Increased availability of SCCC facilities to community groups.	25	22	69	85	52	13	9.40	8.27	25.94	31.95	19.55	4.89	
(22)	12. Offering non-credit courses, seminars, and workshops for self-improvement, personal interest, and professional development.	16	11	44	92	72	31	6.02	4.14	16.54	34.59	27.07	11.65	
(23)	13. Job placement services for graduates and current students.	13	2	11	44	108	88	4.89	0.75	4.14	16.54	40.60	33.08	

0 = Don't know; no basis for evaluation
1 = No importance
2 = Low importance
3 = Medium importance
4 = High importance
5 = Extreme importance

ABSOLUTE AND RELATIVE FREQUENCIES - SELECTED COMMUNITY ORGANIZATIONS

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	III. IN YOUR OPINION, WHAT DEMAND IS THERE IN THE COMMUNITY FOR NEW OR INTENSIFIED SERVICES FROM SCHENECTADY COUNTY COMMUNITY COLLEGE?	Absolute Frequencies						Relative Frequencies (%)					
		0	1	2	3	4	5	0	1	2	3	4	5
(24)	1. Increased numbers of general interest, self-development, and skills improvement courses whose fees pay the total cost of the course.	211	58	184	518	212	84	16.64	4.57	14.51	40.85	16.72	6.62
(25)	2. Industry-related and/or business-related courses taught off-campus at sites convenient to the students and employers involved.	160	59	152	447	328	120	12.62	4.65	11.99	35.25	25.87	9.46
(26)	3. A Week-End College program planned so that selected degrees can be earned through classes on Friday evenings, Saturdays, and/or Sundays.	180	91	215	376	271	133	14.20	7.18	16.96	29.65	21.37	10.49
(27)	4. Assessment for college credit of learning from life experience.	145	78	174	393	284	193	11.44	6.15	13.72	30.99	22.40	15.22
(28)	5. Opportunities for SCCC students to study abroad for a semester.	208	207	344	290	149	68	16.40	16.32	27.13	22.87	11.75	5.36
(29)	6. Requirement of foreign language study in degrees which transfer to four-year colleges.	218	219	299	306	154	72	17.19	17.27	23.58	24.13	12.15	5.68
(30)	7. Special seminars and workshops for business and industry, small business owners, and other professionals.	132	50	202	466	291	124	10.41	3.94	15.93	36.75	22.95	9.78
(31)	8. New programs in industrial technologies with demonstrated demand for two-year graduates.	144	18	103	354	453	194	11.36	1.42	8.12	27.92	35.73	15.30
(32)	9. Degree and certificate programs in computer and data-processing areas.	115	22	69	258	437	366	9.07	1.74	5.44	20.35	34.46	28.86
(33)	10. Health-related degree and certificate programs.	170	45	131	392	369	160	13.41	3.55	10.33	30.91	29.10	12.62
(34)	11. Individually designed degree programs.	204	90	251	367	239	116	16.09	7.10	19.79	28.94	18.85	9.15
(35)	12. Once-a-year area-wide mailings about SCCC to all households.	150	137	250	363	218	149	11.83	10.80	19.72	28.63	17.19	11.75
(36)	13. More advertising on radio.	188	176	306	328	185	84	14.83	13.88	24.13	25.87	14.59	6.62
(37)	14. More advertising in newspapers.	170	159	248	376	220	93	13.41	12.54	19.56	29.65	17.35	7.33

0 = No Opinion
1 = No Demand
2 = Low Demand
3 = Moderate Demand
4 = Large Demand
5 = Very Large Demand

ABSOLUTE AND RELATIVE FREQUENCIES - TOTAL GROUP
New Services Items 24-37.

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	III. IN YOUR OPINION, WHAT DEMAND IS THERE IN THE COMMUNITY FOR NEW OR INTENSIFIED SERVICES FROM SCHENECTADY COUNTY COMMUNITY COLLEGE?	Absolute Frequencies						Relative Frequencies (%)						
		0	1	2	3	4	5	0	1	2	3	4	5	N = 577
(24)	1. Increased numbers of general interest, self-development, and skills improvement courses whose fees pay the total cost of the course.	89	40	83	234	89	42	15.42	6.93	14.38	40.55	15.42	7.28	
(25)	2. Industry-related and/or business-related courses taught off-campus at sites convenient to the students and employers involved.	70	37	59	210	133	67	12.13	6.41	10.23	36.40	23.05	11.61	
(26)	3. A Week-End College program planned so that selected degrees can be earned through classes on Friday evenings, Saturdays, and/or Sundays.	75	56	89	161	115	80	13.00	9.71	15.42	27.90	19.93	13.86	
(27)	4. Assessment for college credit of learning from life experience.	58	24	58	188	135	114	10.05	4.16	10.05	32.58	23.40	19.76	
(28)	5. Opportunities for SCCC students to study abroad for a semester.	93	57	123	158	93	52	16.12	9.88	21.32	27.38	16.12	9.01	
(29)	6. Requirement of foreign language study in degrees which transfer to four-year colleges.	101	124	110	134	70	38	17.50	21.49	19.06	23.22	12.13	6.59	
(30)	7. Special seminars and workshops for business and industry, small business owners, and other professionals.	55	33	110	182	133	64	9.53	5.72	19.06	31.54	23.05	11.09	
(31)	8. New programs in industrial technologies with demonstrated demand for two-year graduates.	71	18	72	168	168	79	12.31	3.12	12.48	29.12	29.12	13.69	
(32)	9. Degree and certificate programs in computer and data-processing areas.	60	19	45	134	151	168	10.40	3.29	7.80	23.22	26.17	29.12	
(33)	10. Health-related degree and certificate programs.	74	35	71	182	134	81	12.82	6.07	12.31	31.54	23.22	14.04	
(34)	11. Individually designed degree programs.	85	28	88	159	137	80	14.73	4.85	15.25	27.56	23.74	13.86	
(35)	12. Once-a-year area-wide mailings about SCCC to all households.	62	66	108	179	90	72	10.75	11.44	18.72	31.02	15.60	12.48	
(36)	13. More advertising on radio.	81	89	131	167	68	41	14.04	15.42	22.70	28.94	11.79	7.11	
(37)	14. More advertising in newspapers.	73	86	110	178	86	44	12.65	14.90	19.06	30.85	14.90	7.63	

0 = No Opinion
1 = No Demand
2 = Low Demand
3 = Moderate Demand
4 = Large Demand
5 = Very Large Demand

ABSOLUTE AND RELATIVE FREQUENCIES - SCCC STUDENTS
New Services Items 24-37

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	III. IN YOUR OPINION, WHAT DEMAND IS THERE IN THE COMMUNITY FOR NEW OR INTENSIFIED SERVICES FROM SCHENECTADY COUNTY COMMUNITY COLLEGE?	Absolute Frequencies						Relative Frequencies						N = 244
		0	1	2	3	4	5	0	1	2	3	4	5	
(24)	1. Increased numbers of general interest, self-development, and skills improvement courses whose fees pay the total cost of the course.	36	4	31	101	53	19	14.75	1.64	12.70	41.39	21.72	7.79	
(25)	2. Industry-related and/or business-related courses taught off-campus at sites convenient to the students and employers involved.	26	8	31	85	76	18	10.66	3.28	12.70	34.84	31.15	7.38	
(26)	3. A Week-End College program planned so that selected degrees can be earned through classes on Friday evenings, Saturdays, and/or Sundays.	36	18	55	63	56	16	14.75	7.38	22.54	25.82	22.95	6.56	
(27)	4. Assessment for college credit of learning from life experience.	29	12	36	80	53	34	11.89	4.92	14.75	32.79	21.72	13.93	
(28)	5. Opportunities for SCCC students to study abroad for a semester.	32	50	70	66	19	7	13.11	20.49	28.69	27.05	7.79	2.87	
(29)	6. Requirement of foreign language study in degrees which transfer to four-year colleges.	39	33	73	55	37	7	15.98	13.52	29.92	22.54	15.16	2.87	
(30)	7. Special seminars and workshops for business and industry, small business owners, and other professionals.	22	3	30	102	67	19	9.02	1.23	12.30	41.80	27.46	7.79	
(31)	8. New programs in industrial technologies with demonstrated demand for two-year graduates.	20	0	9	68	108	39	8.20	0	3.69	27.87	44.26	15.98	
(32)	9. Degree and certificate programs in computer and data-processing areas.	16	3	13	42	95	75	6.56	1.23	5.33	17.21	38.93	30.74	
(33)	10. Health-related degree and certificate programs.	29	5	22	80	81	27	11.89	2.05	9.02	32.79	33.20	11.07	
(34)	11. Individually designed degree programs.	39	22	62	77	31	13	15.98	9.02	25.41	31.56	12.70	5.33	
(35)	12. Once-a-year area-wide mailings about SCCC to all households.	26	11	55	68	51	33	10.66	4.51	22.54	27.87	20.90	13.52	
(36)	13. More advertising on radio.	33	20	52	46	66	27	13.52	8.20	21.31	18.85	27.05	11.07	
(37)	14. More advertising in newspapers.	30	13	40	59	73	28	12.30	5.33	16.39	24.18	29.92	11.48	

0 = No Opinion
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5 = Very Large Demand

ABSOLUTE AND RELATIVE FREQUENCIES - SCCC STAFF
New Services Items 24-37

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	III. IN YOUR OPINION, WHAT DEMAND IS THERE IN THE COMMUNITY FOR NEW OR INTENSIFIED SERVICES FROM SCHENECTADY COUNTY COMMUNITY COLLEGE?	Absolute Frequencies						Relative Frequencies (%)						N = 185
		0	1	2	3	4	5	0	1	2	3	4	5	
(24)	1. Increased numbers of general interest, self-development, and skills improvement courses whose fees pay the total cost of the course.	33	3	27	80	35	6	17.84	1.62	14.59	43.24	18.92	3.24	
(25)	2. Industry-related and/or business-related courses taught off-campus at sites convenient to the students and employers involved.	30	2	22	63	57	10	16.22	1.08	11.89	34.05	30.81	5.41	
(26)	3. A Week-End College program planned so that selected degrees can be earned through classes on Friday evenings, Saturdays, and/or Sundays.	29	2	20	77	41	15	15.68	1.08	10.81	41.62	22.16	8.11	
(27)	4. Assessment for college credit of learning from life experience.	26	14	36	57	38	13	14.05	7.57	19.46	30.81	20.54	7.03	
(28)	5. Opportunities for SCCC students to study abroad for a semester.	31	33	64	33	20	3	16.76	17.84	34.59	17.84	10.81	1.62	
(29)	6. Requirement of foreign language study in degrees which transfer to four-year colleges.	31	22	54	42	22	14	16.76	11.89	29.19	22.70	11.89	7.57	
(30)	7. Special seminars and workshops for business and industry, small business owners, and other professionals.	29	3	23	79	39	11	15.68	1.62	12.43	42.70	21.08	5.95	
(31)	8. New programs in industrial technologies with demonstrated demand for two-year graduates.	22	0	7	42	78	35	11.89	0	3.78	22.70	42.16	18.92	
(32)	9. Degree and certificate programs in computer and data-processing areas.	16	0	4	26	82	56	8.65	0	2.16	14.05	44.32	30.27	
(33)	10. Health-related degree and certificate programs.	27	2	11	50	71	23	14.59	1.08	5.95	27.03	38.38	12.43	
(34)	11. Individually designed degree programs.	27	12	43	65	26	11	14.59	6.49	23.24	35.14	14.05	5.95	
(35)	12. Once-a-year area-wide mailings about SCCC to all households.	29	20	25	56	39	15	15.68	10.81	13.51	30.27	21.08	8.11	
(36)	13. More advertising on radio.	30	23	43	55	26	7	16.22	12.43	23.24	29.73	14.05	3.78	
(37)	14. More advertising in newspapers.	30	17	34	65	31	7	16.22	9.19	18.38	35.14	16.76	3.78	

0 = No Opinion
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4 = Large Demand
5 = Very Large Demand

ABSOLUTE AND RELATIVE FREQUENCIES - HIGH SCHOOL STAFF
New Services Items 24-37

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	III. IN YOUR OPINION, WHAT DEMAND IS THERE IN THE COMMUNITY FOR NEW OR INTENSIFIED SERVICES FROM SCHENECTADY COUNTY COMMUNITY COLLEGE?	Absolute Frequencies						Relative Frequencies (%)						N = 266
		0	1	2	3	4	5	0	1	2	3	4	5	
(24)	1. Increased numbers of general interest, self-development, and skills improvement courses whose fees pay the total cost of the course.	57	11	43	103	35	17	21.43	4.14	16.17	38.72	13.16	6.39	
(25)	2. Industry-related and/or business-related courses taught off-campus at sites convenient to the students and employers involved.	38	12	40	89	62	25	14.29	4.51	15.04	33.46	23.31	9.40	
(26)	3. A Week-End College program planned so that selected degrees can be earned through classes on Friday evenings, Saturdays, and/or Sundays.	44	15	51	75	59	22	16.54	5.64	19.17	28.20	22.18	8.27	
(27)	4. Assessment for college credit of learning from life experience.	36	28	44	68	58	32	13.53	10.53	16.54	25.56	21.80	12.03	
(28)	5. Opportunities for SCCC students to study abroad for a semester.	56	67	87	33	17	6	21.05	25.19	32.71	12.41	6.39	2.26	
(29)	6. Requirement of foreign language study in degrees which transfer to four-year colleges.	51	40	62	75	25	13	19.17	15.04	23.31	28.20	9.40	4.89	
(30)	7. Special seminars and workshops for business and industry, small business owners, and other professionals.	30	11	39	103	52	30	11.28	4.14	14.66	38.72	19.55	11.28	
(31)	8. New programs in industrial technologies with demonstrated demand for two-year graduates.	35	0	15	76	99	41	13.16	0	5.64	28.57	37.22	15.41	
(32)	9. Degree and certificate programs in computer and data-processing areas.	27	0	7	56	109	67	10.15	0	2.63	21.05	40.98	25.19	
(33)	10. Health-related degree and certificate programs.	44	3	27	80	83	29	16.54	1.13	10.15	30.08	31.20	10.90	
(34)	11. Individually designed degree programs.	57	28	58	66	45	12	21.43	10.53	21.80	24.81	16.92	4.51	
(35)	12. Once-a-year area-wide mailings about SCCC to all households.	37	40	62	60	38	29	13.91	15.04	23.31	22.56	14.29	10.90	
(36)	13. More advertising on radio.	48	44	80	60	25	9	18.05	16.54	30.08	22.56	9.40	3.38	
(37)	14. More advertising in newspapers	41	43	64	74	30	14	15.41	16.17	24.06	27.82	11.28	5.26	

0 = No Opinion
1 = No Demand
2 = Low Demand
3 = Moderate Demand
4 = Large Demand
5 = Very Large Demand

ABSOLUTE AND RELATIVE FREQUENCIES - SELECTED COMMUNITY ORGANIZATIONS
New Services Items 24-37

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	IV. IN YOUR OPINION, HOW WELL IS SCHENECTADY COUNTY COLLEGE SERVING THE COMMUNITY?	Absolute Frequency					Relative Frequency % of N_m	
		N_m	Agree	Disagree	No Opinion	Blank	Agree	Disagree
(38)	1. SCCC's degree and certificate programs are in areas appropriate to the needs of the students and the community.	959	841	117	270	39	87.70	12.20
(39)	2. SCCC students speak well of their experience at the college.	827	641	185	408	33	77.51	22.37
(40)	3. Parents of present and/or former students seem satisfied with their children's education at SCCC.	629	540	88	604	35	85.85	13.99
(41)	4. Employers find SCCC graduates well qualified in their fields.	469	388	80	757	42	82.73	17.06
(42)	5. SCCC provides good access for students in wheelchairs.	633	508	124	592	43	80.25	19.59
(43)	6. SCCC is a good place for new (and old) industries and businesses in the Capital District to go to for the planning and staffing of training programs.	713	628	83	513	42	88.08	11.64
(44)	7. The Schenectady County support of SCCC with tax monies is a wise investment.	1012	946	64	221	35	93.48	6.32
(45)	8. SCCC keeps the Capital District, especially Schenectady County, well informed about the college offerings and activities.	978	720	256	254	36	73.62	26.18
(46)	9. SCCC has an excellent relationship with the geographic and population area it serves.	828	673	154	402	38	81.28	18.60
(47)	10. The caliber of instruction at SCCC is very good.	805	614	190	423	40	76.27	23.60
(48)	11. The facilities (classrooms, library, audio-visual equipment, laboratories, etc.) are very good at SCCC.	832	641	190	398	38	77.04	22.84
(49)	12. SCCC is attracting minority students in numbers which correspond positively with the percentage of minority population in Schenectady.	514	420	43	714	40	81.71	18.09
(50)	13. SCCC has been growing at a satisfactory rate in size, reputation, and excellence to serve the needs of this area adequately.	883	770	112	349	36	87.20	12.68
(51)	14. The presence of SCCC since 1969 has significantly improved Schenectady County and widened educational choice in the Capital District.	984	927	56	251	33	94.21	5.69
(52)	15. SCCC presents a helpful and non-threatening image to older students entering college for the first time or re-entering after several years out.	1015	958	56	215	38	94,38	5.52
(53)	16. SCCC's professional staff and support staff are generally pleasant, efficient, and helpful to the public.	928	845	82	302	38	91.06	8.84

N=1268

1 - agree
2 - disagree
3 - no opinion

ABSOLUTE AND RELATIVE FREQUENCIES - Total
Satisfaction Items 38 - 53

N_m = number of "agrees" plus number of "disagrees". Relative frequencies are based on N_m for each question for each group surveyed. "No opinion" (o) and blanks were omitted.

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IV. IN YOUR OPINION, HOW WELL IS SCHENECTADY COUNTY COLLEGE SERVING THE COMMUNITY?

			Absolute Frequency				Relative Frequency % of N_m	
		N_m	Agree	Disagree	No Opinion	Blank	Agree	Disagree N = 577
(38)	1. SCCC's degree and certificate programs are in areas appropriate to the needs of the students and the community.	449	381	67	111	17	84.86	14.92
(39)	2. SCCC students speak well of their experience at the college.	380	254	125	182	15	66.84	32.89
(40)	3. Parents of present and/or former students seem satisfied with their children's education at SCCC.	274	212	61	287	16	77.37	22.26
(41)	4. Employers find SCCC graduates well qualified in their fields.	228	171	56	329	20	75.00	24.56
(42)	5. SCCC provides good access for students in wheelchairs.	388	313	74	170	19	80.67	19.07
(43)	6. SCCC is a good place for new (and old) industries and businesses in the Capital District to go to for the planning and staffing of training programs.	341	299	41	220	16	87.68	12.02
(44)	7. The Schenectady County support of SCCC with tax monies is a wise investment.	422	383	38	136	19	90.76	9.00
(45)	8. SCCC keeps the Capital District, especially Schenectady County, well informed about the college offerings and activities.	433	316	116	127	17	72.98	26.79
(46)	9. SCCC has an excellent relationship with the geographic and population area it serves.	380	311	68	179	18	81.94	17.89
(47)	10. The caliber of instruction at SCCC is very good.	432	305	126	128	17	70.60	29.17
(48)	11. The facilities (classrooms, library, audio-visual equipment, laboratories, etc.) are very good at SCCC.	457	333	123	104	16	72.87	26.91
(49)	12. SCCC is attracting minority students in numbers which correspond positively with the percentage of minority population in Schenectady.	294	236	57	265	18	80.27	19.39
(50)	13. SCCC has been growing at a satisfactory rate in size, reputation, and excellence to serve the needs of this area adequately.	420	362	57	142	15	86.19	13.57
(51)	14. The presence of SCCC since 1969 has significantly improved Schenectady County and widened educational choice in the Capital District.	411	376	34	151	15	91.48	8.27
(52)	15. SCCC presents a helpful and non-threatening image to older students entering college for the first time or re-entering after several years out.	504	460	43	58	15	91.27	8.53
(53)	16. SCCC's professional staff and support staff are generally pleasant, efficient, and helpful to the public.	475	418	64	85	17	86.32	13.47

1 = agree
2 = disagree
3 = no opinion

ABSOLUTE AND RELATIVE FREQUENCIES · SCCC STUDENTS
Satisfaction Items 38 - 53

N_m = number of "agrees" plus number of "disagrees". Relative frequencies are based on N_m for each question for each group surveyed. "No opinion" (o) and blanks were omitted.

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	IV. IN YOUR OPINION, HOW WELL IS SCHENECTADY COUNTY COLLEGE SERVING THE COMMUNITY?	Absolute Frequency					Relative Frequency % of N_m		
		N_m	Agree	Disagree	No Opinion	Blank	Agree	Disagree	N=244
(38)	1. SCCC's degree and certificate programs are in areas appropriate to the needs of the students and the community.	208	188	20	30	6	90.38	9.62	
(39)	2. SCCC students speak well of their experience at the college.	169	145	24	70	5	85.80	14.20	
(40)	3. Parents of present and/or former students seem satisfied with their children's education at SCCC.	130	124	6	109	5	95.38	4.62	
(41)	4. Employers find SCCC graduates well qualified in their fields.	113	106	7	124	7	93.81	6.19	
(42)	5. SCCC provides good access for students in wheelchairs.	147	117	32	88	7	78.52	21.48	
(43)	6. SCCC is a good place for new (and old) industries and businesses in the Capital District to go to for the planning and staffing of training programs.	168	153	14	68	8	91.07	8.33	
(44)	7. The Schenectady County support of SCCC with tax monies is a wise investment.	211	206	4	29	4	97.63	1.90	
(45)	8. SCCC keeps the Capital District, especially Schenectady County, well informed about the college offerings and activities.	206	150	55	32	6	72.82	26.70	
(46)	9. SCCC has an excellent relationship with the geographic and population area it serves.	159	127	32	80	5	79.87	20.13	
(47)	10. The caliber of instruction at SCCC is very good.	177	157	20	60	7	88.70	11.30	
(48)	11. The facilities (classrooms, library, audio-visual equipment, laboratories, etc.) are very good at SCCC.	181	140	41	58	5	77.35	22.65	
(49)	12. SCCC is attracting minority students in numbers which correspond positively with the percentage of minority population in Schenectady.	111	90	21	127	6	81.08	18.92	
(50)	13. SCCC has been growing at a satisfactory rate in size, reputation, and excellence to serve the needs of this area adequately.	193	172	21	45	6	89.12	10.88	
(51)	14. The presence of SCCC since 1969 has significantly improved Schenectady County and widened educational choice in the Capital District.	211	207	4	28	5	98.10	1.90	
(52)	15. SCCC presents a helpful and non-threatening image to older students entering college for the first time or re-entering after several years out.	204	201	3	34	6	98.53	1.47	
(53)	16. SCCC's professional staff and support staff are generally pleasant, efficient, and helpful to the public.	202	196	6	37	5	97.03	2.97	

1 = Agree
2 = disagree
3 = no opinion

ABSOLUTE AND RELATIVE FREQUENCIES - SCCC STAFF
Satisfaction Items 38 - 53

N_m = number of "agrees" plus number of "disagrees". Relative frequencies are based on N_m for each question for each group surveyed. "No opinion" (o) and blanks were omitted.

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IV. IN YOUR OPINION, HOW WELL IS SCHENECTADY COUNTY COLLEGE SERVING THE COMMUNITY?		Absolute Frequency				Relative Frequency % of N_m		
	N_m	Agree	Disagree	No Opinion	Blank	Agree	Disagree	N=185
(38) 1. SCCC's degree and certificate programs are in areas appropriate to the needs of the students and the community.	138	131	7	38	9	94.43	5.07	
(39) 2. SCCC students speak well of their experience at the college.	120	105	15	57	8	87.50	12.50	
(40) 3. Parents of present and/or former students seem satisfied with their children's education at SCCC.	101	92	9	76	8	91.09	8.91	
(41) 4. Employers find SCCC graduates well qualified in their fields.	38	36	2	138	9	94.74	5.26	
(42) 5. SCCC provides good access for students in wheelchairs.	33	28	5	142	10	84.85	15.15	
(43) 6. SCCC is a good place for new (and old) industries and businesses in the Capital District to go to for the planning and staffing of training programs.	90	84	6	85	10	93.33	6.67	
(44) 7. The Schenectady County support of SCCC with tax monies is a wise investment.	161	155	6	16	8	96.27	3.73	
(45) 8. SCCC keeps the Capital District, especially Schenectady County, well informed about the college offerings and activities.	143	111	32	33	9	77.62	22.38	
(46) 9. SCCC has an excellent relationship with the geographic and population area it serves.	118	100	18	57	10	84.75	15.25	
(47) 10. The caliber of instruction at SCCC is very good.	82	65	17	93	10	79.27	20.73	
(48) 11. The facilities (classrooms, library, audio-visual equipment, laboratories, etc.) are very good at SCCC.	83	77	6	93	9	92.77	7.23	
(49) 12. SCCC is attracting minority students in numbers which correspond positively with the percentage of minority population in Schenectady.	41	37	4	134	10	90.24	9.76	
(50) 13. SCCC has been growing at a satisfactory rate in size, reputation, and excellence to serve the needs of this area adequately.	122	109	13	53	10	89.34	10.66	
(51) 14. The presence of SCCC since 1969 has significantly improved Schenectady County and widened educational choice in the Capital District.	150	142	8	26	9	94.67	5.33	
(52) 15. SCCC presents a helpful and non-threatening image to older students entering college for the first time or re-entering after several years out.	124	121	3	51	10	97.58	2.42	
(53) 16. SCCC's professional staff and support staff are generally pleasant, efficient, and helpful to the public.	99	99	0	77	9	100.00	0	

1 = agree
2 = disagree
3 = no opinion

ABSOLUTE AND RELATIVE FREQUENCIES - HIGH SCHOOL STAFF
Satisfaction Items 38 - 53

N_m = number of "agrees" plus number of "disagrees". Relative frequencies are based on N_m for each question for each group surveyed. "No opinion" (o) and blanks were omitted.

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	IV. IN YOUR OPINION, HOW WELL IS SCHENECTADY COUNTY COLLEGE SERVING THE COMMUNITY?	Absolute Frequency				Relative Frequency % of N_m		
		N_m	Agree	Disagree	No Opinion	Blank	Agree	Disagree N=266
(38)	1. SCCC's degree and certificate programs are in areas appropriate to the needs of the students and the community.	164	141	23	91	11	85.98	14.02
(39)	2. SCCC students speak well of their experience at the college.	158	137	21	99	9	86.71	13.29
(40)	3. Parents of present and/or former students seem satisfied with their children's education at SCCC.	124	112	12	132	10	90.32	9.68
(41)	4. Employers find SCCC graduates well qualified in their fields.	90	75	15	166	10	83.33	16.67
(42)	5. SCCC provides good access for students in wheelchairs.	63	50	13	192	11	79.37	20.63
(43)	6. SCCC is a good place for new (and old) industries and businesses in the Capital District to go to for the planning and staffing of training programs.	114	92	22	140	12	80.70	19.30
(44)	7. The Schenectady County support of SCCC with tax monies is a wise investment.	218	202	16	40	8	92.86	1.04
(45)	8. SCCC keeps the Capital District, especially Schenectady County, well informed about the college offerings and activities.	196	143	53	62	8	72.96	27.04
(46)	9. SCCC has an excellent relationship with the geographic and population area it serves.	171	135	36	86	9	78.95	21.05
(47)	10. The caliber of instruction at SCCC is very good.	114	87	27	142	10	76.32	23.68
(48)	11. The facilities (classrooms, library, audio-visual equipment, laboratories, etc.) are very good at SCCC.	111	91	20	143	12	81.98	18.02
(49)	12. SCCC is attracting minority students in numbers which correspond positively with the percentage of minority population in Schenectady.	68	57	11	188	10	83.82	16.18
(50)	13. SCCC has been growing at a satisfactory rate in size, reputation, and excellence to serve the needs of this area adequately.	148	127	21	109	9	85.81	14.19
(51)	14. The presence of SCCC since 1969 has significantly improved Schenectady County and widened educational choice in the Capital District.	212	202	10	46	8	95.28	4.72
(52)	15. SCCC presents a helpful and non-threatening image to older students entering college for the first time or re-entering after several years out.	183	176	7	72	11	96.17	3.83
(53)	16. SCCC's professional staff and support staff are generally pleasant, efficient, and helpful to the public.	152	140	12	103	11	92.11	7.89

1 - agree
2 - disagree
3 - no opinion

ABSOLUTE AND RELATIVE FREQUENCIES - SELECTED COMMUNITY ORGANIZATIONS
Satisfaction Items 38 - 53

N_m = number of "agrees" plus number of "disagrees". Relative frequencies are based on N_m for each question for each group surveyed. "No opinion" (o) and blanks were omitted.

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I. IN YOUR OPINION, OF HOW MUCH IMPORTANCE ARE THE FOLLOWING FACTORS IN A PERSON'S DECISION TO ATTEND COLLEGE?	ABSOLUTE FREQUENCIES						RELATIVE FREQUENCIES (%)						N = 1268
	0	1	2	3	4	5	0	1	2	3	4	5	
(54) 1. Cost of tuition and materials	23	23	61	268	506	387	1.81	1.81	4.81	21.14	39.9	30.52	
(55) 2. Distance of travel to college	28	44	202	576	318	100	2.21	3.47	15.93	45.43	25.08	7.89	
(56) 3. Amount of work required in course	41	86	287	453	285	116	3.23	6.78	22.63	35.73	22.48	9.15	
(57) 4. Popularity of course or program	50	172	238	369	312	127	3.94	13.56	18.77	29.10	24.61	10.02	
(58) 5. Employer suggestion	109	119	189	385	343	122	8.60	9.38	14.91	30.36	27.05	9.62	
(59) 6. Friend's enrollment	117	363	304	301	148	35	9.23	28.63	23.97	23.74	11.67	2.76	
(60) 7. Tuition paid by employer	95	98	108	262	434	271	7.49	7.73	8.52	20.66	34.23	21.37	
(61) 8. Number of weeks of a course	50	199	342	406	193	78	3.94	15.69	26.97	32.02	15.22	6.15	
(62) 9. Prestige of the college	50	80	125	449	417	147	3.94	6.31	9.86	35.41	32.89	11.59	
(63) 10. Availability of public transportation	91	181	258	375	249	114	7.18	14.27	20.35	29.57	19.64	8.99	
(64) 11. Courses offered during the day	72	103	113	396	402	182	5.68	8.12	8.91	31.23	31.70	14.35	
(65) 12. Courses offered during the evening	44	67	127	318	437	274	3.47	5.28	10.02	25.08	34.46	21.61	
(66) 13. Number of semesters required to earn a degree	58	65	136	375	441	193	4.57	5.13	10.73	29.57	34.78	15.22	
(67) 14. Availability of child care	212	272	263	297	144	80	16.72	21.45	20.74	23.42	11.36	6.31	
(68) 15. Availability of remediation in reading, writing, and math	126	182	255	345	237	123	9.94	14.35	20.11	27.21	18.69	9.70	
(69) 16. Quality of teaching	42	16	44	159	438	569	3.31	1.26	3.47	12.54	34.54	44.87	

ABSOLUTE AND RELATIVE FREQUENCIES - TOTAL
COLLEGE ATTENDANCE DECISION ITEMS 54-76

0 = No Opinion
1 = No Importance
2 = Low Importance
3 = Medium Importance
4 = High Importance
5 = Extreme Importance

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BEST COPY AVAILABLE

	I. IN YOUR OPINION, OF HOW MUCH IMPORTANCE ARE THE FOLLOWING FACTORS IN A PERSON'S DECISION TO ATTEND COLLEGE?	ABSOLUTE FREQUENCIES						RELATIVE FREQUENCIES (%)					N = 1268
		0	1	2	3	4	5	0	1	2	3	4	5
(70)	17. Availability of training in relating to other people and in preparation for being a good employee	74	75	190	372	361	196	5.84	5.91	14.98	29.34	28.47	15.46
(71)	18. Availability of leadership experience in student organizations and student government	104	181	344	362	195	81	8.20	14.27	27.13	28.55	15.38	6.39
(72)	19. Financial Aid	41	59	71	209	420	467	3.23	4.65	5.60	16.48	33.12	36.83
(73)	20. Access to counseling and career guidance	34	65	122	330	452	265	2.68	5.13	9.62	26.03	35.65	20.90
(74)	21. Varsity and intramural sports	130	257	332	391	117	41	10.25	20.27	26.18	30.84	9.23	3.25
(75)	22. Extra-curricular activities	117	206	299	438	148	60	9.23	16.25	23.58	34.54	11.67	4.73
(76)	23. Transferability of courses	34	20	38	158	429	589	2.68	1.58	3.00	12.46	33.83	46.45

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ABSOLUTE AND RELATIVE FREQUENCIES - TOTAL
COLLEGE ATTENDANCE DECISION ITEMS 54-76

BEST COPY AVAILABLE

I. IN YOUR OPINION, OF HOW MUCH IMPORTANCE ARE THE FOLLOWING FACTORS IN A PERSON'S DECISION TO ATTEND COLLEGE?	ABSOLUTE FREQUENCIES						RELATIVE FREQUENCIES (%)						N=577
	0	1	2	3	4	5	0	1	2	3	4	5	
(54) 1. Cost of tuition and materials	12	17	32	133	206	177	2.08	2.95	5.55	23.05	35.70	30.68	
(55) 2. Distance of travel to college	17	23	78	254	141	64	2.95	3.99	13.52	44.02	24.44	11.09	
(56) 3. Amount of work required in course	20	31	95	209	140	82	3.47	5.37	16.46	36.22	24.26	14.21	
(57) 4. Popularity of course or program	32	112	108	143	106	76	5.55	19.41	18.72	24.78	18.37	13.17	
(58) 5. Employer suggestion	71	90	87	146	120	63	12.31	15.60	15.08	25.30	20.80	10.92	
(59) 6. Friend's enrollment	87	227	114	89	41	19	15.08	39.34	19.76	15.42	7.11	3.29	
(60) 7. Tuition aid by employer	59	70	58	114	147	131	9.88	12.13	10.05	19.76	25.48	22.70	
(61) 8. Number of weeks of a course	23	117	122	168	95	52	3.99	20.28	21.14	29.12	16.46	9.01	
(62) 9. Prestige of the college	32	68	68	195	142	72	5.55	11.79	11.79	33.80	24.61	12.48	
(63) 10. Availability of public transportation	64	139	84	118	107	65	11.09	24.09	14.56	20.45	18.54	11.27	
(64) 11. Courses offered during the day	44	71	47	131	166	118	7.63	12.31	8.15	22.70	28.77	20.45	
(65) 12. Courses offered during the evening	21	44	53	112	163	184	3.64	7.63	9.19	19.41	28.25	31.89	
(66) 13. Number of semesters required to earn a degree	31	43	46	131	191	135	5.37	7.45	7.97	22.70	33.10	23.40	
(67) 14. Availability of child care	122	173	73	93	70	46	21.14	29.98	12.65	16.12	12.13	7.97	
(68) 15. Availability of remediation in reading, writing, and math	72	102	82	134	108	79	12.48	17.68	14.21	23.22	18.72	13.69	
(69) 16. Quality of teaching	26	8	12	67	159	305	4.51	1.39	2.08	11.61	27.56	52.86	

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4 = High Importance
5 = Extreme Importance

ABSOLUTE AND RELATIVE FREQUENCIES - SCCC Students
College Attendance Decision Items 54-76

BEST COPY AVAILABLE

I. IN YOUR OPINION, OF HOW MUCH IMPORTANCE ARE THE FOLLOWING FACTORS IN A PERSON'S DECISION TO ATTEND COLLEGE?

N=577

		Absolute Frequencies						Relative Frequencies (%)					
		0	1	2	3	4	5	0	1	2	3	4	5
(70)	17. Availability of training in relating to other people and in preparation for being a good employee	33	46	61	158	160	119	5.72	7.97	10.57	27.38	27.83	20.62
(71)	18. Availability of leadership experience in student organizations and student government	74	117	126	142	77	41	12.82	20.28	21.84	24.61	13.34	7.11
(72)	19. Financial Aid	29	49	40	92	160	207	5.03	8.49	6.93	15.94	27.73	35.88
(73)	20. Access to counseling and career guidance	22	44	56	142	177	136	3.81	7.63	9.71	24.61	30.68	23.57
(74)	21. Varsity and intramural sports	93	172	116	132	42	22	16.12	29.81	20.10	22.88	7.28	3.81
(75)	22. Extra-curricular activities	87	152	110	142	52	34	15.08	26.34	19.06	24.61	9.01	5.89
(76)	23. Transferability of courses	20	18	21	65	146	307	3.47	3.12	3.64	11.27	25.30	53.21

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ABSOLUTE AND RELATIVE FREQUENCIES - SCCC students
College Attendance Decision Items 54-76

BEST COPY AVAILABLE

I. IN YOUR OPINION, OF HOW MUCH IMPORTANCE ARE THE FOLLOWING FACTORS IN A PERSON'S DECISION TO ATTEND COLLEGE?	Absolute Frequencies						Relative Frequencies (%)						
	0	1	2	3	4	5	0	1	2	3	4	5	N = 244
(54) 1. Cost of tuition and materials	3	3	11	41	113	73	1.23	1.23	4.51	16.80	46.31	29.92	
(55) 2. Distance of travel to college	2	9	33	108	72	20	0.82	3,69	13.52	44.26	29.51	8.20	
(56) 3. Amount of work required in course	6	16	64	94	47	17	2.46	6.56	26.23	38.52	19.26	6.97	
(57) 4. Popularity of course or program	4	28	42	82	71	17	1.64	11.48	17.21	33.61	29.10	6.97	
(58) 5. Employer suggestion	15	13	33	90	68	24	6.15	5.33	13.52	36.89	27.89	9.84	
(59) 6. Friend's enrollment	13	56	67	64	41	3	5.33	22.95	27.46	26.23	16.80	1.23	
(60) 7. Tuition aid by employer	15	12	22	47	99	49	6.15	4.92	9.02	19.26	40.57	20.08	
(61) 8. Number of weeks of a course	5	26	76	87	38	12	2.05	10.66	31.15	35.66	15.57	4.92	
(62) 9. Prestige of the college	7	5	21	90	96	25	2.87	2.05	8.61	36.89	39.34	10.25	
(63) 10. Availability of public transportation	8	10	44	101	59	22	3.28	4.10	18.03	41.39	24.18	9.02	
(64) 11. Courses offered during the day	8	8	15	81	95	37	3.28	3.28	6.15	33.20	38.93	15.16	
(65) 12. Courses offered during the evening	7	11	25	68	102	30	2.87	4.51	10.25	27.87	41.80	12.30	
(66) 13. Number of semesters required to earn a degree	4	6	24	87	92	31	1.64	2.46	9.84	35.66	37.70	12.70	
(67) 14. Availability of child care	24	33	67	70	31	19	9.84	13.52	27.46	28.69	12.70	7.79	
(68) 15. Availability of remediation in reading, writing, and math	12	24	54	68	65	21	4.92	9.84	22.13	27.87	26.64	8.61	
(69) 16. Quality of teaching	4	5	10	33	90	102	1.64	2.05	4.10	13.52	36.89	41.80	

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3 = Medium Importance
4 = High Importance
5 = Extreme Importance

ABSOLUTE AND RELATIVE FREQUENCIES -- SCCC STAFF
College Attendance Decisions Items 54-76

BEST COPY AVAILABLE

	1. IN YOUR OPINION, OF HOW MUCH IMPORTANCE ARE THE FOLLOWING FACTORS IN A PERSON'S DECISION TO ATTEND COLLEGE?	Absolute Frequencies						Relative Frequencies (%)						
		0	1	2	3	4	5	0	1	2	3	4	5	N = 244
(70)	17. Availability of training in relating to other people and in preparation for being a good employee	11	11	39	69	73	41	4.51	4.51	15.98	28.28	29.92	16.80	
(71)	18. Availability of leadership experience in student organizations and student government	12	16	85	70	44	16	4.92	6.56	34.84	28.69	18.03	6.56	
(72)	19. Financial Aid	3	7	12	37	81	103	1.23	2.87	4.92	15.16	33.20	42.21	
(73)	20. Access to counseling and career guidance	3	9	23	55	103	51	1.23	3.69	9.43	22.54	42.21	20.90	
(74)	21. Varsity and intramural sports	11	30	98	67	26	12	4.51	12.30	40.16	27.46	10.66	4.92	
(75)	22. Extra-curricular activities	12	18	79	94	26	15	4.92	7.38	32.38	38.52	10.66	6.15	
(76)	23. Transferability of courses	4	0	7	31	105	97	1.64	0	2.87	12.70	43.03	39.75	

ABSOLUTE AND RELATIVE FREQUENCIES -- ACCC STAFF
College Attendance Decisions Items 5-76

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0 = No Opinion
1 = No Importance
2 = Low Importance
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4 = High Importance
5 = Extreme Importance

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I. IN YOUR OPINION, OF HOW MUCH IMPORTANCE ARE THE FOLLOWING FACTORS IN A PERSON'S DECISION TO ATTEND COLLEGE?

		Absolute Frequencies						Relative Frequencies (%)						
		0	1	2	3	4	5	0	1	2	3	4	5	N = 185
(54)	1. Cost of tuition and materials	2	0	6	35	77	65	1.08	0	3.24	18.92	41.62	35.14	
(55)	2. Distance of travel to college	3	3	38	91	47	3	1.62	1.62	20.54	49.19	25.41	1.62	
(56)	3. Amount of work required in course	6	14	54	65	40	6	3.24	7.57	29.19	35.14	21.62	3.24	
(57)	4. Popularity of course or program	4	11	24	61	66	19	2.16	5.95	12.97	32.97	35.68	10.27	
(58)	5. Employer suggestion	11	10	32	56	63	13	5.95	5.41	17.30	30.27	34.05	7.03	
(59)	6. Friend's enrollment	5	24	45	65	39	7	2.70	12.97	24.32	35.14	21.08	3.78	
(60)	7. Tuition aid by employer	15	9	9	38	78	36	8.11	4.86	4.86	20.54	42.16	19.46	
(61)	8. Number of weeks of a course	10	26	62	60	23	4	5.41	14.05	33.51	32.43	12.43	2.16	
(62)	9. Prestige of the college	3	2	10	69	73	28	1.62	1.08	5.41	37.30	39.46	15.14	
(63)	10. Availability of public transportation	7	12	62	64	32	8	3.78	6.49	33.51	34.59	17.30	4.32	
(64)	11. Courses offered during the day	10	9	18	70	70	8	5.41	4.86	9.73	37.84	37.84	4.32	
(65)	12. Courses offered during the evening	9	5	23	51	76	21	4.86	2.70	12.43	27.57	41.08	11.35	
(66)	13. Number of semesters required to earn a degree	7	7	26	78	59	8	3.78	3.78	14.05	42.16	31.89	4.32	
(67)	14. Availability of child care	27	29	51	55	18	5	14.59	15.68	27.57	29.73	9.73	2.70	
(68)	15. Availability of remediation in reading, writing, and math	18	27	47	59	27	7	9.73	14.59	25.41	31.89	14.59	3.78	
(69)	16. Quality of teaching	3	2	12	32	75	61	1.62	1.08	6.49	17.30	40.54	32.97	

0 = No Opinion
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4 = High Importance
5 = Extreme Importance

ABSOLUTE AND RELATIVE FREQUENCIES - HIGH SCHOOL STAFF
College Attendance Decisions Items 54-76

	1. IN YOUR OPINION, OF HOW MUCH IMPORTANCE ARE THE FOLLOWING FACTORS IN A PERSON'S DECISION TO ATTEND COLLEGE?	Absolute Frequencies						Relative Frequencies (%)						
		0	1	2	3	4	5	0	1	2	3	4	5	N = 185
(70)	17. Availability of training in relating to other people and in preparation for being a good employee	12	8	38	59	52	16	6.49	4.32	20.54	31.89	28.11	8.65	
(71)	18. Availability of leadership experience in student organizations and student government	7	20	52	67	31	8	3.78	10.81	28.11	36.22	16.76	4.32	
(72)	19. Financial Aid	2	1	6	19	69	88	1.08	0.54	3.24	10.27	37.30	47.57	
(73)	20. Access to counseling and career guidance	3	4	17	56	77	28	1.62	2.16	9.19	30.27	41.62	15.14	
(74)	21. Varsity and intramural sports	7	9	44	88	33	4	3.78	4.86	23.78	47.57	17.84	2.16	
(75)	22. Extra-curricular activities	6	7	33	100	33	6	3.24	3.78	17.84	54.05	17.84	3.24	
(76)	23. Transferability of courses	4	0	4	24	83	70	2.16	0	2.16	12.97	44.86	37.84	

ABSOLUTE AND RELATIVE FREQUENCIES - HIGH SCHOOL STAFF
College Attendance Decisions Items 54-76

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0 = No Opinion
1 = No Importance
2 = Low Importance
3 = Medium Importance
4 = High Importance
5 = Extreme Importance

BEST COPY AVAILABLE

	1. IN YOUR OPINION, OF HOW MUCH IMPORTANCE ARE THE FOLLOWING FACTORS IN A PERSON'S DECISION TO ATTEND COLLEGE?	Absolute Frequencies						Relative Frequencies (%)						
		0	1	2	3	4	5	0	1	2	3	4	5	N=266
(54)	1. Cost of tuition and materials	10	3	12	59	110	72	3.76	1.13	4.51	22.18	41.35	27.07	
(55)	2. Distance of travel to college	10	9	53	123	58	13	3.76	3.38	19.92	46.24	21.80	4.89	
(56)	3. Amount of work required in course	13	25	74	85	58	11	4.89	9.40	27.82	31.95	21.80	4.14	
(57)	4. Popularity of course or program	14	21	64	83	69	15	5.26	7.89	24.06	31.20	25.94	5.64	
(58)	5. Employer suggestion	16	6	37	93	92	22	6.02	2.26	13.91	34.96	34.59	8.27	
(59)	6. Friend's enrollment	16	56	78	83	27	6	6.02	21.05	29.32	31.20	10.15	2.26	
(60)	7. Tuition aid by employer	12	7	19	63	110	55	4.51	2.63	7.14	23.68	41.35	20.68	
(61)	8. Number of weeks of a course	16	30	82	91	37	10	6.02	11.28	30.83	34.21	13.91	3.76	
(62)	9. Prestige of the college	12	5	26	95	106	22	4.51	1.88	9.77	35.71	39.85	8.27	
(63)	10. Availability of public transportation	16	20	68	92	51	19	6.02	7.52	25.56	34.59	19.17	7.14	
(64)	11. Courses offered during the day	14	15	33	114	71	19	5.26	5.64	12.51	42.86	26.69	7.14	
(65)	12. Courses offered during the evening	11	7	26	87	96	39	4.14	2.63	9.77	32.71	36.09	14.66	
(66)	13. Number of semesters required to earn a degree	20	9	40	79	99	19	7.52	3.38	15.04	29.70	37.22	7.14	
(67)	14. Availability of child care	43	37	72	79	25	10	16.17	13.91	27.07	29.70	9.40	3.76	
(68)	15. Availability of remediation in reading, writing, and math	28	29	72	84	37	16	10.53	10.90	27.07	31.58	13.91	6.02	
(69)	16. Quality of teaching	13	1	10	27	114	101	4.89	0.38	3.76	10.15	42.86	37.97	

0 = No opinion
1 = No importance
2 = Low importance
3 = Medium importance
4 = High importance
5 = Extreme importance

ABSOLUTE AND RELATIVE FREQUENCIES - SELECTED COMM. ORGANIZATIONS
COLLEGE ATTENDANCE DECISIONS ITEMS 54-76

BEST COPY AVAILABLE

	I. IN YOUR OPINION, OF HOW MUCH IMPORTANCE ARE THE FOLLOWING FACTORS IN A PERSON'S DECISION TO ATTEND COLLEGE?	Absolute Frequencies						Relative Frequencies (%)						
		0	1	2	3	4	5	0	1	2	3	4	5	N=266
(70)	17. Availability of training in relating to other people and in preparation for being a good employee	22	10	52	86	76	20	8.27	3.76	19.55	32.33	28.57	7.52	
(71)	18. Availability of leadership experience in student organizations and student government	15	28	81	83	43	16	5.64	10.53	30.45	31.20	16.17	6.02	
(72)	19. Financial Aid	11	2	13	61	110	69	4.14	0.75	4.89	22.93	41.35	25.94	
(73)	20. Access to counseling and career guidance	10	8	26	77	95	50	3.76	3.01	9.77	28.95	35.71	18.80	
(74)	21. Varsity and intramural sports	23	46	74	104	16	3	8.65	17.29	27.82	39.10	6.02	1.13	
(75)	22. Extra-curricular activities	16	29	77	102	37	5	6.02	10.90	28.95	38.35	13.91	1.88	
(76)	23. Transferability of courses	10	2	6	38	95	115	3.76	0.75	2.26	14.29	35.71	43.23	

ABSOLUTE AND RELATIVE FREQUENCIES - SELECTED COMM. ORGANIZATIONS
College Attendance Decisions Items 54-76

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0 = No Opinion
1 = No Importance
2 = Low Importance
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4 = High Importance
5 = Extreme Importance

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II. WHAT DOES THE COMMUNITY EXPECT FROM SCHENECTADY COUNTY COMMUNITY COLLEGE?

MEANS OF RESPONSES ON COMMUNITY EXPECTATION'S ITEMS 11-23

(11) 1. Acceptance of all high school graduates who apply.

(12) 2. Acceptance of non-high school graduates with assurance that they can obtain the background courses they need for entrance into their desired program.

(13) 3. Offering certificates and two-year degrees transferable to four-year colleges and expanding transfer agreements with public and private four-year colleges.

(14) 4. Offering certificates and two-year degrees preparing students primarily for work in particular vocational fields.

(15) 5. Offering courses, perhaps without college credit, for people who want to upgrade and update their present vocational skills and knowledge.

(16) 6. Counseling and career guidance availability for all students, including older students, part-time students, evening students, etc.

(17) 7. Cooperation with area high schools and Boards of Cooperative Educational Services (BOCES) to help students make an easy transition from high school to Schenectady County Community College.

(18) 8. Using sites off campus as satellite locations for classrooms.

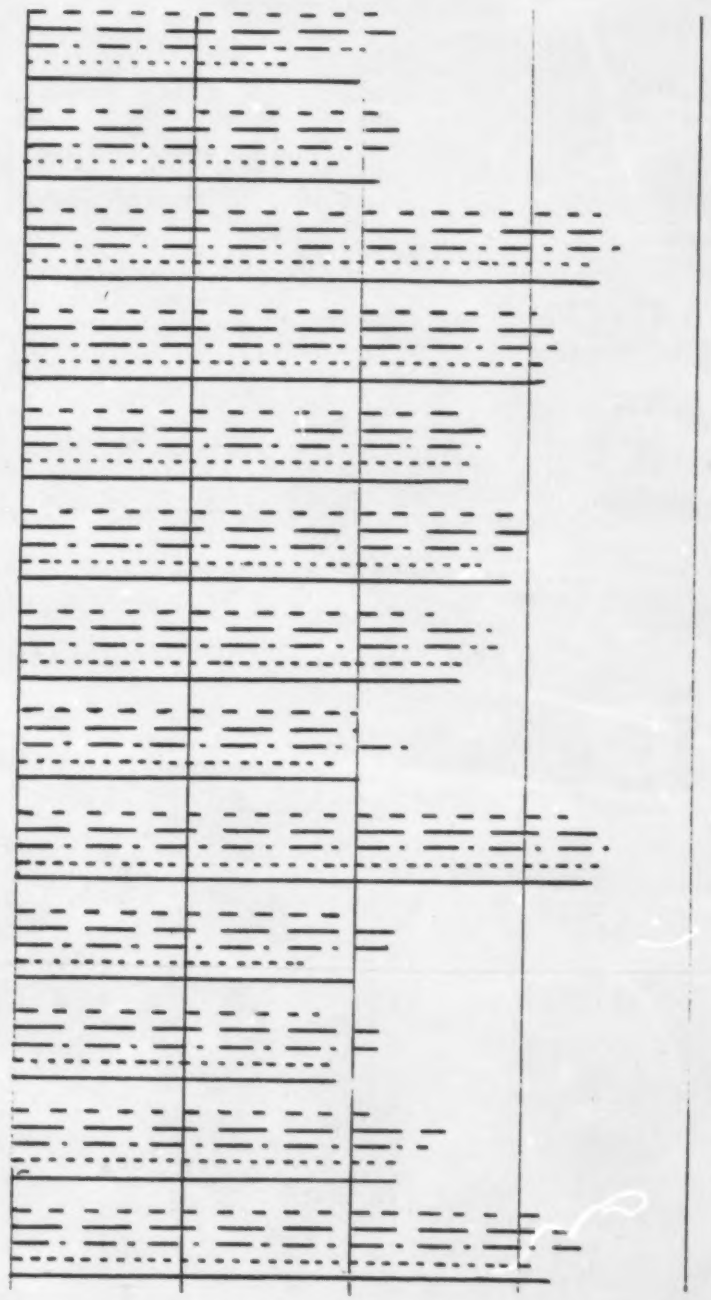
(19) 9. Maintaining course content and standards to assure their transferability to other colleges in appropriate fields.

(20) 10. Expansion of cultural offerings to the community, such as plays, concerts, lectures, etc.

(21) 11. Increased availability of SCCC facilities to community groups.

(22) 12. Offering non-credit courses, seminars, and workshops for self-improvement, personal interest, and professional development.

(23) 13. Job placement services for graduates and current students.



0 = Don't know; no basis for evaluation
1 = No Importance
2 = Low Importance
3 = Medium Importance
4 = High Importance
5 = Extreme Importance

___SCCC Students
___SCCC Staff
___High School Staff
-----Sel. Comm. Org.
____Total

The 0's and no responses were eliminated in the calculation of the mean.

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III. IN YOUR OPINION, WHAT DEMAND IS THERE IN THE COMMUNITY FOR NEW OR INTENSIFIED SERVICES FROM SCHENECTADY COUNTY COMMUNITY COLLEGE?

(24) 1. Increased numbers of general interest, self-development, and skills improvement courses whose fees pay the total cost of the course.

(25) 2. Industry-related and/or business-related courses taught off-campus at sites convenient to the students and employers involved.

(26) 3. A Week-End College program planned so that selected degrees can be earned through classes on Friday evenings, Saturdays, and/or Sundays.

(27) 4. Assessment for college credit of learning from life experience.

(28) 5. Opportunities for SCCC students to study abroad for a semester.

(29) 6. Requirement of foreign language study in degrees which transfer to four-year colleges.

(30) 7. Special seminars and workshops for business and industry, small business owners, and other professionals.

(31) 8. New programs in industrial technologies with demonstrated demand for two-year graduates.

(32) 9. Degree and certificate programs in computer and data-processing areas.

(33) 10. Health-related degree and certificate programs.

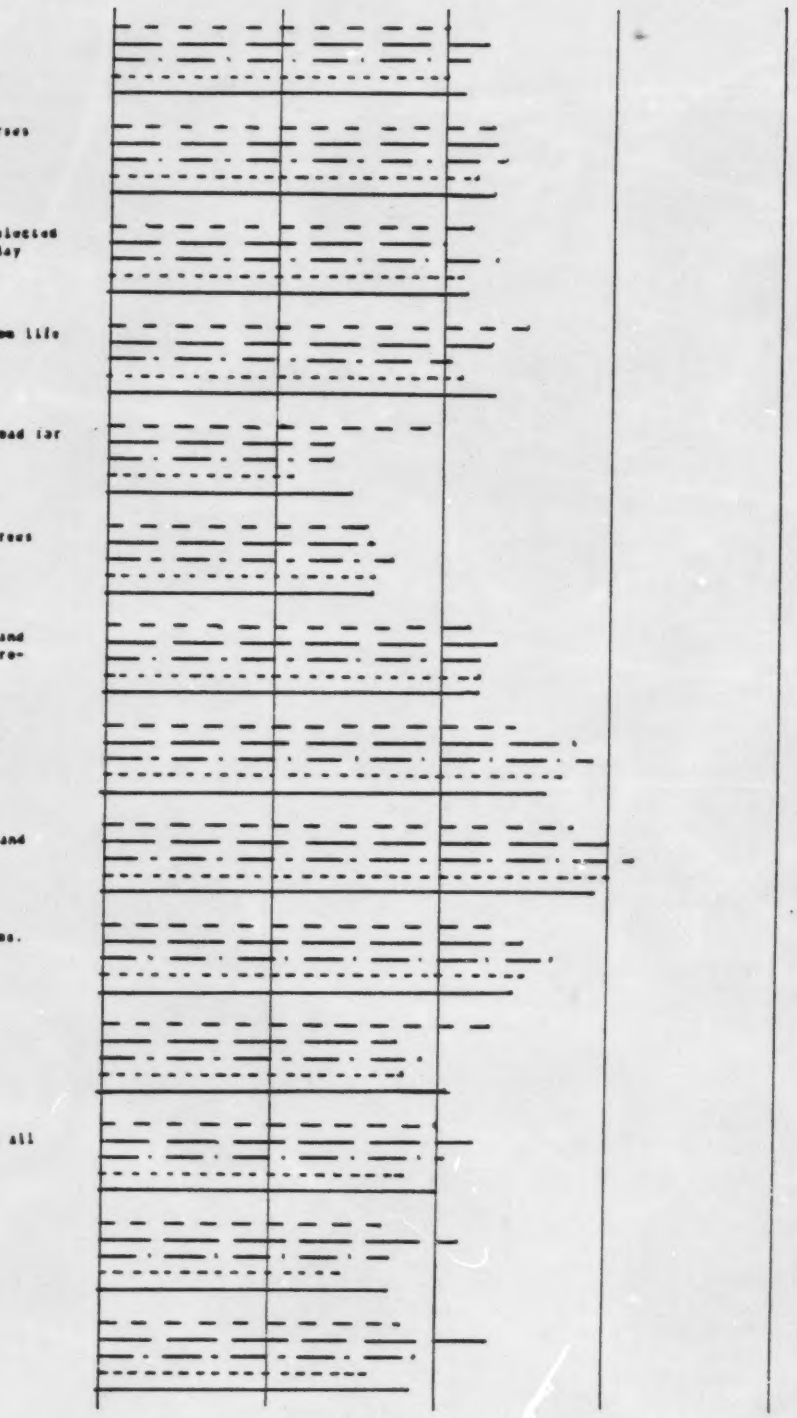
(34) 11. Individually designed degree programs.

(35) 12. Once-a-year area-wide mailings about SCCC to all households.

(36) 13. More advertising on radio.

(37) 14. More advertising in newspapers.

MEANS OF RESPONSES ON NEW SERVICES ITEMS
24-37



0 = No Opinion
1 = No Demand
2 = Low Demand
3 = Moderate Demand
4 = Large Demand
5 = Very Large Demand

The 0's and no responses were eliminated in the calculation of the mean.

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IV. IN YOUR OPINION, HOW WELL IS SCHENECTADY COUNTY COLLEGE SERVING THE COMMUNITY?

(38) 1. SCCC's degree and certificate programs are in areas appropriate to the needs of the students and the community.

(39) 2. SCCC students speak well of their experience at the college.

(40) 3. Parents of present and/or former students seem satisfied with their children's education at SCCC.

(41) 4. Employers find SCCC graduates well qualified in their fields.

(42) 5. SCCC provides good access for students in wheelchairs.

(43) 6. SCCC is a good place for new (and old) industries and businesses in the Capital District to go to for the planning and staffing of training programs.

(44) 7. The Schenectady County support of SCCC with tax monies is a wise investment.

(45) 8. SCCC keeps the Capital District, especially Schenectady County, well informed about the college offerings and activities.

(46) 9. SCCC has an excellent relationship with the geographic and population area it serves.

(47) 10. The caliber of instruction at SCCC is very good.

(48) 11. The facilities (classrooms, library, audio-visual equipment, laboratories, etc.) are very good at SCCC.

(49) 12. SCCC is attracting minority students in numbers which correspond positively with the percentage of minority population in Schenectady.

(50) 13. SCCC has been growing at a satisfactory rate in size, reputation, and excellence to serve the needs of this area adequately.

(51) 14. The presence of SCCC since 1969 has significantly improved Schenectady County and widened educational choice in the Capital District.

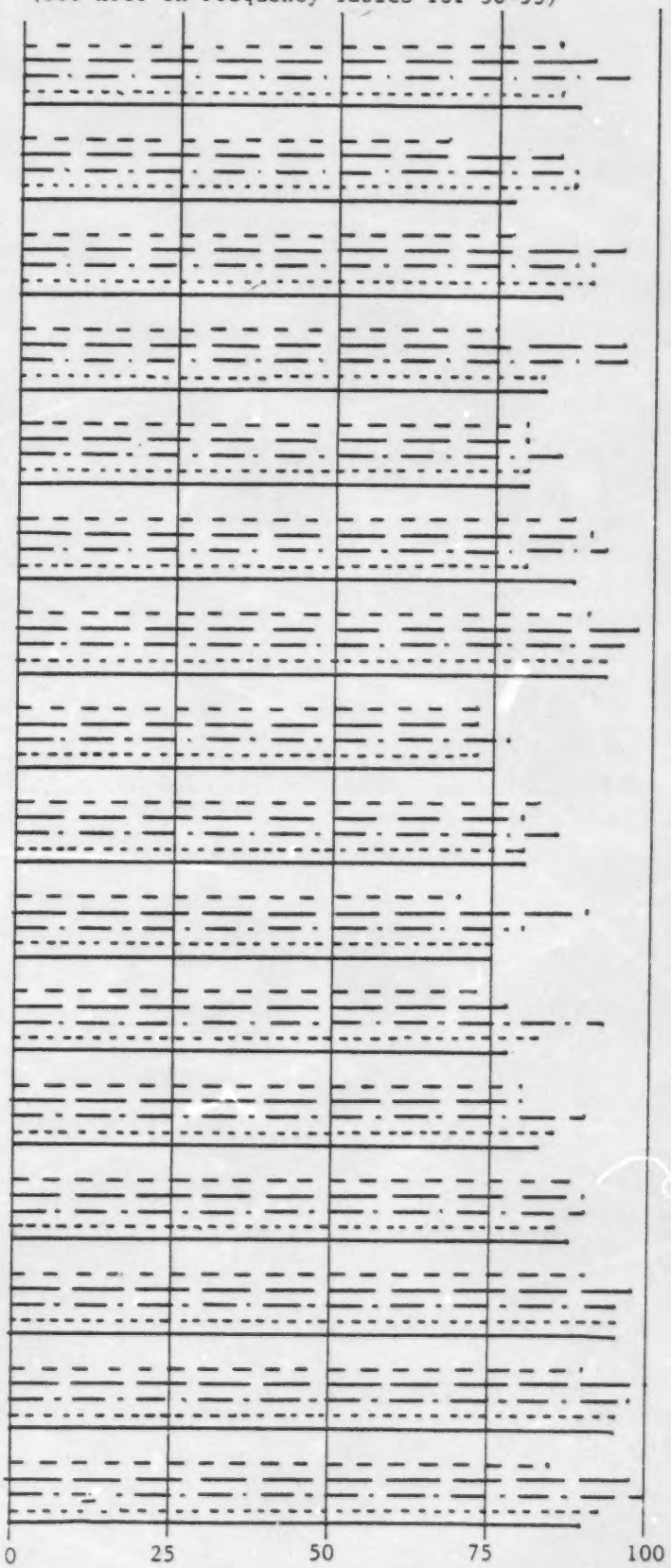
(52) 15. SCCC presents a helpful and non-threatening image to older students entering college for the first time or re-entering after several years out.

(53) 16. SCCC's professional staff and support staff are generally pleasant, efficient, and helpful to the public.

1 = agree
2 = disagree
3 = no opinion

— — — Students
— — — SCCC Staff
— · — H-S Staff
——— Sal. Comm. Org.
——— Total

RELATIVE FREQUENCY OF "AGREE" RESPONSES ON SATISFACTION ITEMS 38-53
(see note on Frequency Tables for 38-53)



AGREE RESPONSES - PERCENTAGE OF N_m

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MEANS OF RESPONSES ON COLLEGE ATTENDANCE DECISION ITEMS 54-76

I. IN YOUR OPINION, OF HOW MUCH IMPORTANCE ARE THE FOLLOWING FACTORS IN A PERSON'S DECISION TO ATTEND COLLEGE?

(54) 1. Cost of tuition and materials

(55) 2. Distance of travel to college

(56) 3. Amount of work required in course

(57) 4. Popularity of course or program

(58) 5. Employer suggestion

(59) 6. Friend's enrollment

(60) 7. Tuition aid by employer

(61) 8. Number of weeks of a course

(62) 9. Prestige of the college

(63) 10. Availability of public transportation

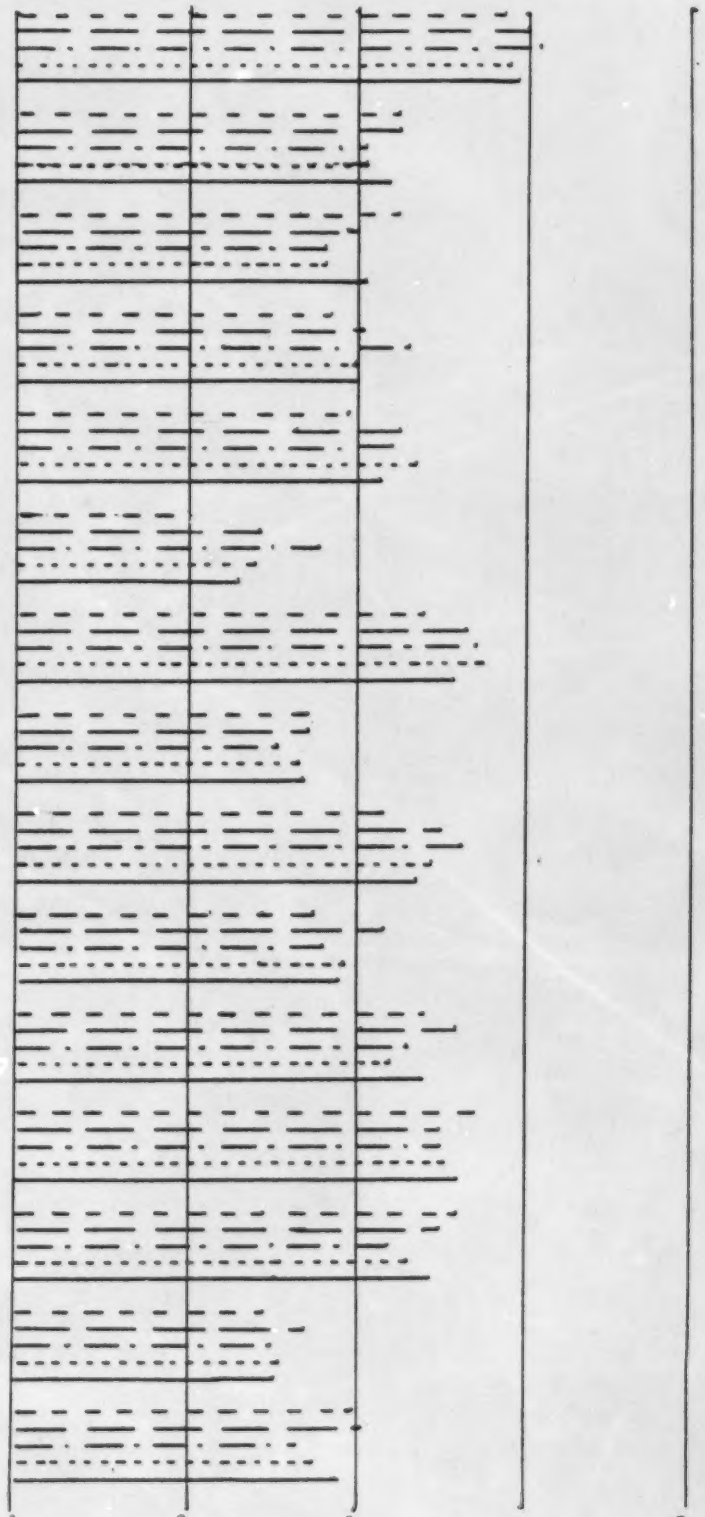
(64) 11. Courses offered during the day

(65) 12. Courses offered during the evening

(66) 13. Number of semesters required to earn a degree

(67) 14. Availability of child care

(68) 15. Availability of remediation in reading, writing, and math



The 0's and no responses were eliminated in the calculation of the mean.

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MEANS OF RESPONSES ON COLLEGE ATTENDANCE DECISION ITEMS 54-76

(69) 16. Quality of teaching

(70) 17. Availability of training in relating to other people and in preparation for being a good employee

(71) 18. Availability of leadership experience in student organizations and student government

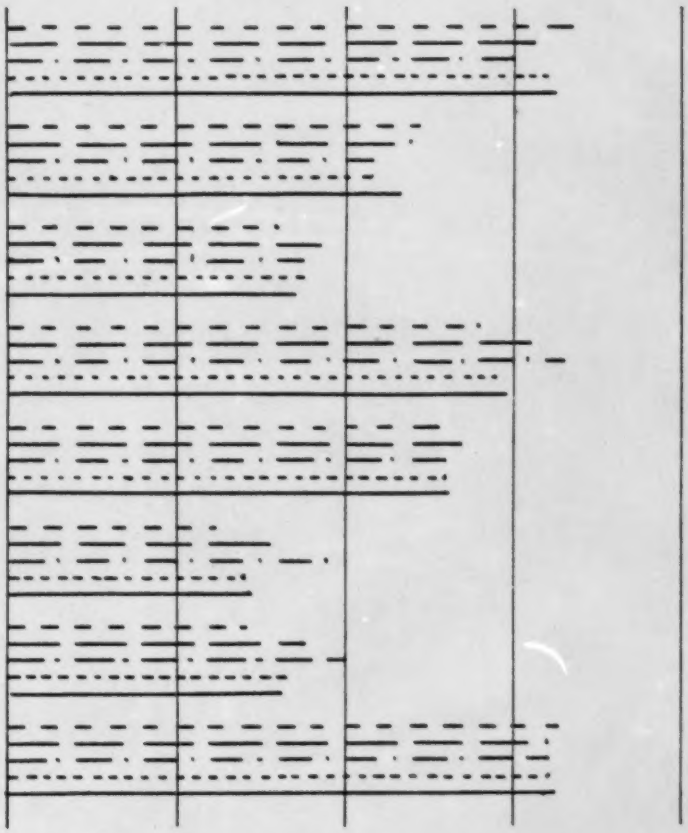
(72) 19. Financial Aid

(73) 20. Access to counseling and career guidance

(74) 21. Varsity and intramural sports

(75) 22. Extra-curricular activities

(76) 23. Transferability of courses



0 = No Opinion
1 = No Importance
2 = Low Importance
3 = Medium Importance
4 = High Importance
5 = Extreme Importance

1 No Importance | 2 Low Importance | 3 Medium Importance | 4 High Importance | 5 Extreme Importance

The 0"s and no responses were eliminated in the calculation of the mean.

_ _ _SCCC Students
___ _SCCC Staff
__;__High School Staff
-----Sel. Comm. Org.
_____Total

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	II. WHAT DOES THE COMMUNITY EXPECT FROM SCHENECTADY COUNTY COMMUNITY COLLEGE?	MEANS AND STANDARD DEVIATIONS BY GROUP AND TOTAL									
		SCCC STUDENTS		SCCC STAFF		HIGH SCHOOL RELATED		SEL. COMM. ORGANIZATIONS		SURVEYED TOTAL	
		MEAN	s.d.	MEAN	s.d.	MEAN	s.d.	MEAN	s.d.	MEAN	s.d.
(11)	1. Acceptance of all high school graduates who apply.	3.06	1.24	3.18	1.23	3.01	1.22	2.49	1.20	2.96	1.25
(12)	2. Acceptance of non-high school graduates with assurance that they can obtain the background courses they need for entrance into their desired program.	3.09	1.14	3.22	1.10	3.16	1.16	2.86	1.14	3.08	1.14
(13)	3. Offering certificates and two-year degrees transferable to four-year colleges and expanding transfer agreements with public and private four-year colleges.	4.38	0.82	4.41	.71	4.49	.74	4.35	.74	4.39	.77
(14)	4. Offering certificates and two-year degrees preparing students primarily for work in particular vocational fields.	4.03	.90	4.14	.85	4.15	.81	4.07	.80	4.08	.86
(15)	5. Offering courses, perhaps without college credit, for people who want to upgrade and update their present vocational skills and knowledge.	3.57	1.08	3.76	.91	3.73	1.00	3.65	.92	3.65	1.01
(16)	6. Counseling and career guidance availability for all students, including older students, part-time students, evening students, etc.	3.89	1.06	3.97	.91	3.93	.89	3.73	.97	3.88	.99
(17)	7. Cooperation with area high schools and Boards of Cooperative Educational Services (BOCES) to help students make an easy transition from high school to Schenectady County Community College.	3.46	1.10	3.78	.99	3.83	1.00	3.61	1.04	3.61	1.06
(18)	8. Using sites off campus as satellite locations for classrooms.	2.97	1.17	3.01	1.08	3.28	1.09	2.84	1.14	3.00	1.14
(19)	9. Maintaining course content and standards to assure their transferability to other colleges in appropriate fields.	4.26	.86	4.43	.74	4.49	.77	4.45	.68	4.37	.80
(20)	10. Expansion of cultural offerings to the community, such as plays, concerts, lectures, etc.	2.90	1.21	3.25	1.07	3.21	1.02	2.68	1.09	2.97	1.15
(21)	11. Increased availability of SCCC facilities to community groups.	2.78	1.10	3.14	1.00	3.15	.92	2.85	1.03	2.92	1.05
(22)	12. Offering non-credit courses, seminars, and workshops for self-improvement, personal interest, and professional development.	3.10	1.18	3.56	1.00	3.46	.98	3.27	1.03	3.28	1.10
(23)	13. Job placement services for graduates and current students.	4.13	1.03	4.31	.80	4.35	.72	4.06	.88	4.18	.92

0 = Don't know; no basis for evaluation
1 = No importance
2 = Low importance
3 = Medium importance
4 = High importance
5 = Extreme importance

The 0's for "no opinion" and no response have been removed. The numbers of responses are to be found in the frequency tables.

III. IN YOUR OPINION, WHAT DEMAND IS THERE IN THE COMMUNITY FOR NEW OR INTENSIFIED SERVICES FROM SCHENECTADY COUNTY COMMUNITY COLLEGE?

MEANS AND STANDARD DEVIATIONS BY GROUP AND TOTAL

		SCCC STUDENTS		SCCC STAFF		HIGH SCHOOL RELATED		SEL. COMM. ORGANIZATIONS		SURVEYED TOTAL	
		MEAN	s.d.	MEAN	s.d.	MEAN	s.d.	MEAN	s.d.	MEAN	s.d.
(24)	1. Increased numbers of general interest, self-development, and skills improvement courses whose fees pay the total cost of the course.	3.02	1.01	3.25	.89	3.13	.89	3.02	.96	3.08	.96
(25)	2. Industry-related and/or business-related courses taught off-campus at sites convenient to the students and employers involved.	3.27	1.07	3.30	.94	3.36	.93	3.21	1.03	3.28	1.02
(26)	3. A Week-End College program planned so that selected degrees can be earned through classes on Friday evenings, Saturdays, and/or Sundays.	3.15	1.22	2.99	1.09	3.32	.89	3.10	1.08	3.13	1.13
(27)	4. Assessment for college credit of learning from life experience.	3.50	1.09	3.28	1.09	3.03	1.12	3.10	1.22	3.31	1.14
(28)	5. Opportunities for SCCC students to study abroad for a semester.	2.92	1.17	2.35	1.04	2.34	1.06	2.09	1.03	2.56	1.15
(29)	6. Requirement of foreign language study in degrees which transfer to four-year colleges.	2.55	1.24	2.57	1.07	2.69	1.16	2.58	1.10	2.58	1.17
(30)	7. Special seminars and workshops for business and industry, small business owners, and other professionals.	3.16	1.09	3.32	.88	3.22	.88	3.23	1.03	3.22	1.01
(31)	8. New programs in industrial technologies with demonstrated demand for two-year graduates.	3.44	1.03	3.79	.77	3.88	.81	3.72	.83	3.63	.93
(32)	9. Degree and certificate programs in computer and data-processing areas.	3.78	1.10	3.99	.93	4.15	.81	3.99	.80	3.92	.98
(33)	10. Health-related degree and certificate programs.	3.31	1.11	3.48	.92	3.67	.90	3.49	.92	3.43	1.02
(34)	11. Individually designed degree programs.	3.31	1.11	2.76	1.04	2.90	1.04	2.78	1.10	3.04	1.11
(35)	12. Once-a-year area-wide mailings about SCCC to all households.	2.99	1.21	3.19	1.13	3.04	1.17	2.80	1.27	3.00	1.20
(36)	13. More advertising on radio.	2.68	1.16	3.13	1.20	2.72	1.14	2.43	1.06	2.72	1.17
(37)	14. More advertising in newspapers.	2.79	1.17	3.31	1.12	2.88	1.09	2.59	1.13	2.86	1.17

The 0's for "no opinion" and no response have been removed. The numbers of responses are to be found in the frequency tables.

0 = No Opinion
1 = No Demand
2 = Low Demand
3 = Moderate Demand
4 = Large Demand
5 = Very Large Demand

BEST COPY AVAILABLE

MEANS AND STANDARD DEVIATIONS BY GROUP AND TOTAL

	I. IN YOUR OPINION, OF HOW MUCH IMPORTANCE ARE THE FOLLOWING FACTORS IN A PERSON'S DECISION TO ATTEND COLLEGE?	SCCC STUDENTS		SCCC STAFF		HIGH SCHOOL RELATED		SEL. COMM. ORGANIZATIONS		TOTAL SURVEYED	
		MEANS	s.d.	MEAN	s.d.	MEAN	s.d.	MEAN	s.d.	MEAN	s.d.
(54)	1. Cost of tuition and materials	3.87	1.02	4.00	.88	4.10	.82	3.92	.90	3.94	.94
(55)	2. Distance of travel to college	3.26	.97	3.25	.92	3.05	.77	3.05	.88	3.18	.92
(56)	3. Amount of work required in course	3.26	1.08	2.94	1.01	2.83	.97	2.83	1.03	3.05	1.06
(57)	4. Popularity of course or program	2.86	1.33	3.03	1.11	3.32	1.03	2.97	1.05	2.99	1.20
(58)	5. Employer suggestion	2.96	1.27	3.26	1.03	3.21	1.02	3.35	.92	3.14	1.13
(59)	6. Friend's enrollment	2.00	1.15	2.43	1.08	2.78	1.05	2.40	1.03	2.29	1.13
(60)	7. Tuition aid by employer	3.41	1.33	3.66	1.08	3.72	1.03	3.74	.97	3.57	1.18
(61)	8. Number of weeks of a course	2.72	1.24	2.72	1.02	2.53	.98	2.66	1.00	2.68	1.12
(62)	9. Prestige of the college	3.15	1.18	3.49	.88	3.63	.85	3.45	.86	3.35	1.03
(63)	10. Availability of public transportation	2.76	1.38	3.17	.98	2.79	.97	2.92	1.05	2.88	1.19
(64)	11. Courses offered during the day	3.40	1.29	3.58	.94	3.29	.90	3.18	.96	3.37	1.12
(65)	12. Courses offered during the evening	3.70	1.24	3.50	1.01	3.48	.96	3.53	.96	3.59	1.11
(66)	13. Number of semesters required to earn a degree	3.60	1.17	3.49	.93	3.20	.88	3.32	.96	3.46	1.06
(67)	14. Availability of child care	2.44	1.39	2.71	1.15	2.49	1.02	2.55	1.04	2.52	1.22
(68)	15. Availability of remediation in reading, writing, and math	2.96	1.35	3.02	1.14	2.64	1.07	2.74	1.07	2.88	1.22
(69)	16. Quality of teaching	4.34	.88	4.14	.95	3.99	.94	4.20	.81	4.22	.90

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BEST COPY AVAILABLE

MEANS AND STANDARD DEVIATIONS BY GROUP AND TOTAL

	I. IN YOUR OPINION, OF HOW MUCH IMPORTANCE ARE THE FOLLOWING FACTORS IN A PERSON'S DECISION TO ATTEND COLLEGE?	SCCC STUDENTS		SCCC STAFF		HIGH SCHOOL RELATED		SEL. COMM. ORGANIZATIONS		TOTAL'S	
		MEANS	s.d.	MEANS	s.d.	MEANS	s.d.	MEANS	s.d.	MEANS	s.d.
(70) 17.	Availability of training in relating to other people and in preparation for being a good employee	3.45	1.19	3.40	1.10	3.17	1.03	3.18	.99	3.35	1.12
(71) 18.	Availability of leadership experience in student organizations and student government	2.60	1.23	2.84	1.06	2.75	1.02	2.75	1.07	2.70	1.13
(72) 19.	Financial Aid	3.80	1.27	4.10	1.03	4.30	.83	3.91	.88	3.95	1.10
(73) 20.	Access to counseling and career guidance	3.55	1.19	3.68	1.03	3.59	.93	3.60	1.01	3.59	1.09
(74) 21.	Varsity and intramural sports	2.23	1.16	2.54	1.02	2.88	.85	2.41	.91	2.43	1.06
(75) 22.	Extra-curricular activities	2.40	1.22	2.75	.98	2.99	.81	2.65	.94	2.62	1.08
(76) 23.	Transferability of courses	4.26	1.02	4.22	.78	4.21	.75	4.23	.84	4.24	.90

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UNIVERSITY OF CALIFORNIA
MAR 23 1984
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Los Angeles, California 90024

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